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ABSTRACT

The purpose of this study was to provide recommendations to the U.S. Department of Education, Office of Vocational and Adult Education for improving education in urban areas. Major project activities included a review of the literature, convening of a task force, the completion of site reports, a legislative review, and an examination of selected exemplary programs. Ten cities, each over one-half million population, were selected for the site report sample. Business, education, and community persons representing the sample cities were contacted by telephone and were asked for their views about problem/needs in vocational and adult education. The information gathered suggested problems and needs in several important policy areas. Among them were linkages and training: funding and legislative priorities: employment concerns: and vocational and adult education facilities, enrollment, services, and programming. In addition, it was found that desegregation and busing often draw the greatest attention of politicians, educators, and citizens, and the provision of educational training services becomes a secondary matter. (Site descriptions are appended.) (LRA)

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POLICY STUDY FOR URBAN VOCATIONAL AND ADULT EDUCATION

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FOREWORD

Urban areas experience unique problems in the delivery of vocational and adult education. Policymakers who want to address such problems need a clear understanding of the nature of the urban area's strengths and weaknesses. The National Center for Research in Vocational Education undertook a study of vocational and adult education in urban areas as part of its function to provide information for planning and policy, and in response to a specific request from the U.S. Department of Education, Office of Vocational and Adult Education.

Staff members of the Office of Vocational and Adult Education provided valuable direction in the initial planning stages of the project. The major liaison was provided by William Young, who was assisted by Cynthia Rogers, Robert Marshall, Bruce Blackstone, and Deborah Gunn.

Excellent guidance in the initial stages of the project was provided by the external task force, whose members included: Diana Durham-McCloud, National Urban League; Diana Ellison, National Urban League; Andrea Love, National Rural Center; Donald Healas, Cleveland Public Schools; Grace Rhodes, Central Texas Manpower Consortium; Bill Richardson, Purdue University; and Lewis Tamblyn, National Rural Center.

The substance of the report was provided by leaders in the education, business, and civic sectors of society. The guarantee of anonymity for respondents prevents the listing of their names or agencies yet it was their spirit of concern and cooperation that provided this report with a "basis in reality."

National Center staff members in the Evaluation and Policy Division who made significant contributions to the project were Ann Nunez; Nancy Puleo; Donna Mertens, Project Director; Wheeler Richards, Susan Chafetz, and Pat Fornash. Erick Berquist conducted the legislative review. Kathie Medley, Sue Romire, and Rusty Grohoske provided invaluable clerical support. Editorial review was provided by Brenda L. Sessley.

The quality of the final product was enhanced by the recommendations of internal and external reviewers. Two National Center staff members provided internal reviews: Morgan Lewis and N.L. McCaslin. External reviewers included Donald Healas, David Jesser, and Raymond Norris. These individuals made substantial contributions to the final report and their efforts are much appreciated.

Robert E. Taylor
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Research in Vocational
Education

EXECUTIVE SUMMARY

Educators strive to provide quality services in populous, inner-city areas. Societal problems (declining populations, dwindling tax base, racism, busing, and so forth) confront inner-city areas as do educational problems (curriculum, staffing, facilities, and others). The U.S. Department of Education, Office of Vocational and Adult Education, recognizing the seriousness of these problems, resolved to develop policy initiatives responsive to them. To this end the Office of Vocational and Adult Education requested the National Center for Research in Vocational Education to complete a study of problems and needs in urban vocational and adult education.

The study includes a review of literature, legislation, and exemplary programs in addition to interviews with community leaders in ten selected cities with a population of at least one half million. The cities represent geographically the continental United States and they evidence relatively high unemployment and poverty level indicators. The underlying assumption was that the study of cities with more severe problems would yield information relevant to the formulation of policy and programs useful to inner-city areas.

Unstructured telephone interviews with representatives of business, civic, and education sectors, supplemented by printed documents, resulted in the identification of problems facing vocational and adult education in populous inner cities. Among them were linkages and training, funding and legislation priorities, employment concerns, and vocational and adult education facilities, enrollments, services, and programming. Also prominent were civil rights related issues, particularly busing and desegration.

The following recommendations arose from the study of vocational and adult education in urban settings.

1. Vocational and adult education policy should promote effective linkages with CETA and other training efforts by developing joint planning structures and cooperative delivery systems.

2. Vocational and adult education policy, by encouraging the involvement of the private sector, should promote programming that is attuned to both present and future employment needs within a community.

3. Vocational and adult education policy should promote the career development concept, viewing vocational and adult education as integral with career development and emphasizing the development of individual potential.

4. Vocational and adult education policy should provide an impetus for teaching basic communication skills and mathematical skills within its curricula, giving special attention to minority or disadvantaged populations who may be seriously deficient in these skills.

5. Vocational and adult education policy should consider provisions whereby funds for program continuation, dissemination, and evaluation are apportioned more equitably with those designated for program initiation.

CHAPTER I

INTRODUCTION

The difficulties experienced by large city administrators in delivering vocational and adult education cannot be separated from the severe problems confronting our urban areas. High unemployment, increasing crime rates, diminishing tax bases, and population shifts have created hardships that challenge everyone concerned with the survival of the nation's big cities. Education programs in the large cities have inherited all the problems associated with large urban areas, and added a few others as well. Vocational educators struggle to prepare high school students and adults for employment in an environment characterized by the disruptive influence of busing, teacher strikes, school closings, and dwindling public confidence in the public schools.

In 1970, 153 cities were identified with populations of 100,000 or more (U.S. Chamber of Commerce Bureau of the Census 1978). Today, while declining steadily in general population, the large cities have attracted and retained those who need the most help--the minorities, the unprepared and unskilled, the uneducated, and the unemployed. Urban youth face particularly severe problems. While youth unemployment has remained at 17 percent, or about twice the national average, the unemployment rate for black, urban youth has soared to 40 percent or more (U.S. Department of Labor, Bureau of Labor Statistics 1978).

Declining urban population has dwindled school enrollment and resulted in fewer dollars to deal with ever increasing costs of instruction and special services needed to serve the high proportion of poor, blacks, Hispanics, handicapped, and immigrant students. Costly social problems affect both the city and the schools.

As declining tax bases and the exodus of business and industry brought financial deterioration to the cities, the federal government since the 1950's has sought to remedy the situation by directing billions of dollars toward urban areas--and still urban problems remain. Today, the financial need is no less than before, and yet we have come to recognize that the effectiveness of dollar assistance is diminished without careful, informed planning involving all sectors of the big city structure. Thus, vocational education cannot operate successfully without full awareness of and cooperation with business and industry; industry cannot grow and expand where the quality of life continues to decline; city governments cannot effect improvements with dwindling capital; and so on.

Purpose

The U.S. Department of Education, Office of Vocational and Adult Education, recognizing the need for vocational and adult education programming to be relevant to urban needs, requested the National Center for Research in Vocational Education to undertake this study for the purpose of providing recommendations to improve vocational and adult education in urban areas. Four major information gathering thrusts comprised much of the project activities.

Two efforts reviewed literature and examined legislation bearing on urban policy for vocational and adult education. A third reviewed a number of functioning exemplary programs that offered workable alternative methods in delivering vocational and adult education programs. And a fourth effort, site reporting, entailed gathering demographic, economic, political, and educational information on ten selected large urban centers. A synthesis and analysis of this information was completed and is reported in this final report.

It is important to note that the site reporting efforts focused not on the broad spectrum of vocational and adult education programming, but rather on perceived problems or needs in vocational and adult education. The body of site report information therefore reflected a decidedly negative perspective (problems/needs) and did not attempt to portray those aspects of vocational and adult education that were viewed positively. Although this perspective provided a negative picture of vocational and adult education, it gave direct information on perceived problems/needs and highlighted areas where existing policy is not meeting these problems/needs.

Literature Review

Undertaken in early phases of the study, the literature review revealed a host of problems and issues relevant to urban vocational and adult education. The literature review provided tentative areas of concern likely to surface throughout the investigation. The framework thus derived was intentionally open ended, serving as a preliminary structure around which subsequent data might be organized.

Major issue areas that emerged from the literature review lent themselves to grouping in categories according to attitudes, employment, linkages, funding, facilities, civil rights, programming, enrollments, and students served. While no attempt was made to describe fully each selection, aspects of the works were highlighted that illustrated their rele-

vance to the study. The overlap and interrelatedness of problem areas is a function of the complexity of urban vocational education concerns.

Attitudes

The literature was replete with testimony by educators that schools are expected to address broad social problems that have no simple solutions. The schools' failure to solve these problems to everyone's satisfaction may lead to public dissatisfaction and lack of confidence in the education system (Wright 1975). The concentration of social problems in central cities increased the expectation that schools will provide answers to poverty, racial imbalance, and economic development. Vocational education may therefore be hampered by negative attitudes resulting from false or unrealistic expectations. For example, understanding of public attitudes toward desegregation and busing were important in the success or failure of educational innovations such as the magnet school concept (Willie 1978).

Another set of attitudes affecting vocational education delivery was those held by students themselves, particularly those students whose values did not translate easily to urban settings. Stahl, Mratiya, and Hunt (1980) argued that student attitudes differed significantly in urban, suburban, and rural settings and these differences will affect their educational needs.

Employment

The high unemployment rate among youth, intensified by racial discrimination and the flight of businesses to the suburbs (Wright 1975) was of major concern to vocational educators. Employment opportunities for youth were also dependent on a region's economic development, which in turn was affected by the area's natural resource endowment (Brown and O'Leary 1979). External conditions alone, however, did not cause youth unemployment; the literature suggested that inadequate training and lack of skill development must take some of the blame (Chambers 1978).

Linkages

Several writers viewed good connections, both within the vocational education delivery system and between education and the community, as vital to making training relevant to society's needs. This view was expressed strongly by Fishbind and others (1976) and Bushnell and others (1978). The inade-

quacy of state planning mechanisms to accurately reflect labor market needs, especially in cities, was symptomatic of inadequate coordination of education with industry (Wright 1975). More often than not, when a program worked well, a strong component involved direct input from business, labor, and other community representatives who may furnish information, equipment, or expertise (Young 1973).

Another area where linkage needs were noted was in articulation of levels of training between high schools and postsecondary institutions (Bushnell and others 1978). When curricula differed among vocational programs smooth transition of students from one school to another did not occur.

Funding

Generally, the cost to deliver vocational education in central cities was more than in either suburban or rural areas. Not only was the cost of living higher, affecting basic expenses such as salaries, construction, and maintenance, but cities experienced higher costs of instructing students because of the high concentration of disadvantaged youth (Wright 1975). City administrators felt they needed more money to do the job well, and they were not satisfied with the funding formulas that were biased in favor of new programs and facilities and against established programs (Fishbind and others 1977).

Declining population, bringing reduced tax bases and over all reduction in school enrollment in its wake, had serious implications for school revenues. Vocational education, expensive to maintain, was often the first program to suffer in local budget cutbacks (Adams 1977).

Facilities

A National Study of Vocational Education Systems and Facilities (Woodruff and others 1978) questioned assumptions relating to the functioning of the vocational education system and, in particular, to the efficient utilization and adequacy of facility resources. The National Advisory Council on Vocational Education suggested that not enough advantage was taken of private school facilities.

Civil Rights

Civil rights problems persist throughout society and vocational education. Although vocational education has made efforts to remedy the imbalance in its services, it continues

to draw criticisms in this area. Urban schools may need to do a better job of addressing problems of sex and race discrimination in their programs, career counseling, and placement (Wright 1975). Women are still under represented in many high paying jobs, and the handicapped may be kept out of vocational education programs because counselors and teachers do not know how to work with them.

Programming

Programmatic issues discussed in the literature emphasized the need for relevant programming, established through coordination with industry and determined through outcome assessment to include strong follow-up efforts. Additional needs were: better orientation of counselors to the job market; increased support for youth organizations; greater range of occupational programming; and intensified cooperative education (Wright 1975). There was a growing conviction that vocational education needed to be an integral component of career education in a flexible, coordinated model that enabled students to respond to changing times (Davenport and others 1976). Concern for the need to develop employability skills from kindergarten through postsecondary, surfaced in discussions of future scenarios of vocational education (Lewis and Russell 1980).

Enrollment

The dominant issue in the literature concerning vocational education enrollments was the increasing black and Hispanic population in city schools, which often neared 80 percent of total local school enrollments. That a large percentage of the urban population was not only black and Hispanic, but also disadvantaged, underscored the fact that the population flight from cities to suburbs was as much an economic phenomenon as it was a racial one. Whites, as well as blacks, who left the cities for the suburbs were above average in both income and education (Willie 1978; Nelson 1979).

Students Served

The black and disadvantaged students enrolled in urban vocational education posed special treatment challenges for teachers and administrators (Massachusetts State Board of Education 1969). However, the successful treatment of disadvantaged youth depended not only on schools but on healthy family environments that fostered good decision making skills on the part of youth (Carnegie Council 1979).

Easley (1978) drew attention to special problems faced by rural youth, especially blacks who migrated to urban areas. Among these were: urban/rural social differences (rural youth were accustomed to easy-going social interaction within a friendly small town atmosphere); basic survival needs (most rural youth, especially blacks, have not developed the skills or had the experiences to successfully cope with the impersonality and bureaucracy of big cities); limited career awareness (rural youth often lacked exposure to a variety of work environments.)

The question concerning which classroom environments facilitated learning and adolescent socialization of different special populations was a tantalizing one, with strong implications for successful vocational training in central cities. For example, data gathered from over 6,000 students indicated that vocational schools tended to be lower in areas of teacher support and to emphasize competition more than either urban, suburban, rural or alternative high schools (Trickett 1977).

Organization of Report

Succeeding chapters of this report are presented in the following sequence. Methodology is discussed in chapter 2, to include site selection and investigation, selec-tion of legislation for review, and the rationale underlying the choice of exemplary programs. Information gathered on each of the ten cities is summarized in chapter 3, along with an integral presentation of exemplary programs. A summary of existing legislation pertinent to vocational and adult education is reported in chapter 4. The final chapter contains a summary of findings, with policy recommendations for improving urban vocational and adult education.

CHAPTER II

METHODOLOGY

A sequence of planned activities and events was scheduled in completing the study. The activities included a review of pertinent literature and documents, the selection and convening of an external task force, the completion of site report activities, a review of legislation, and an examination of selected exemplary programs.

The literature review was initiated by a computerized search of such data bases as Education Resources Information Center (ERIC), Current Index to Journals in Education (CIJE), Dissertation Abstracts, National Technical Information System (NTIS), and Smithsonian Science Information Exchange (SSIE). Other literature and documents reviewed were a National Study of Vocational Education Systems and Facilities (Woodruff and others 1978); the proposed Assessment of Effectiveness of the Federally Mandated Set Asides in Vocational Education (Kirschner Associates 1979); State Planning for the Delivery of Vocational Education to Special Populations: A State of the Art Report (Drewes and others 1979); and a Consolidated Youth Employment Plan (Central Texas Manpower Consortium 1979).

Coinciding with the initial literature and document review, an advisory task force was assembled. Task force members represented a diversity of backgrounds and experiences (see Appendix A). They were collaboratively selected by sponsor staff and project staff and convened for a one day meeting at the National Center. Project staff provided an orientation to the project and presented their expectations of the task force.

The assistance of the task force was enlisted in outlining criteria for site selection, in revealing important sources and types of in-depth information for the study, in reacting to the proposed review of legislation, and in identifying examples of exemplary vocational and adult education programs. Subsequent project activities included the selection of sample sites, the collection of information about the sites, and the gathering of data about perceived problems and needs in vocational and adult education.

Ten cities were selected from a list of twenty-four cities with one half million or more in population (U.S. Department of Commerce, Bureau of the Census 1978). To provide for geographic representation in the sample the cities were listed according to their location within the ten federal regions (see Appendix B).

Federal regions III, IV, V, VI, and IX each had more than one city represented, and regions VIII and X had no large city within their bounds. In the regions with multiple large cities the final selection was based upon additional criteria, unemployment rate, percentage of minority population, per capita income rank, family income rank, and percentage of population below poverty income level. The unemployment information was obtained from the U.S. Department of Labor Bureau of Labor Statistics and represented March 1980 figures. The population and economic information was obtained under a subcontract with National Planning Data Corporation and represented 1970 census data. A second city evidencing relatively high unemployment, high minority population, and low economic indicators, was selected from regions V and VI as there were no eligible cities within regions VIII and X.

An adaptation of case study methodology (Spirer 1980) was used to gather information from the sample cities. Phone conversations with persons representing business, civic, and education sectors complemented a review of on-hand documents and information received from the cities.

In an attempt to capture the contextual flavor of the individuals' remarks and the reviewed materials, a coding system was developed for indexing the information gathered (see Appendix C). In brief the system consisted of background information segments and a problem/need segment. Sections were designated for site description, industrial community context, economic community context, political community context, educational community context, vocational and adult education administration and funding, and an overview of vocational and adult education. The section allotted for problems/needs listed concerns that had been mentioned in the literature, had been discussed by the task force, or had been conceived by staff as possible areas of difficulty for vocational and adult education. This section was deliberately open ended, so that additional problems/needs could be indexed as they were mentioned by respondents.

The information assembly and indexing system methods were piloted in a nonsample site by project staff and sample site reports were written. Each staff person talked with different representatives of business, civic, and education sectors in a nonsample city. Problems with the coding system and achieving researcher uniformity were discussed and resolved. One staff person was designated as mediator for future questions related to placement of information in the coding system. With a system for indexing information in hand, the phone calls were begun.

From 3 to 5 persons for each sector (business, civic, and education) were called for each of the sample cities or ap-

proximately 120 across the sample cities. Calls were commonly placed to the mayor's office, the chamber of commerce, National Alliance of Business, local employers, union headquarters, Urban League, economic development offices, school superintendent's offices, state directors of vocational and adult education, members of state advisory councils to vocational education, school principals, teachers, and counselors.

A call to a chamber of commerce, mayor's office, a state office of education, or an advisory council member frequently resulted in the names of additional contact persons. In no case did an individual refuse to participate in the study. Limitations of time and staff were the major determinants of the extent of efforts spent gathering information from any one site.

The business and civic persons were normally located in the sample city; the education representative may have been employed in the city or elsewhere in the state. Members of the state advisory councils for vocational education were not normally based in the selected city.

The phone conversations were intended to supplement information listed in on-hand documents (e.g., County and City Data Book 1977; Digest of Educational Statistics 1979; and others), to request additional reports or documents, and to ask directly for opinions about existing needs or problems in vocational and adult education. The respondents were also asked for their recommendations or suggestions to deal with the problem(s).

A site report was written after all documents had been reviewed and all phone conversations to the site had been completed. The site report then represented a composite description of information about a site and included quotes and documentation of information sources. Two final efforts, a legislative review and an examination of selected exemplary programs, completed the information gathering activities of the project.

Legislation having pertinence to policy for urban vocational and adult education was examined. The review included legislation related to education, economics, employment, training, housing, urban development, and transportation. Significant legislation was identified through various means, including sponsor staff, task force members, National Center staff, library personnel, and project staff investigation. The review examined the Education Amendments of 1976 (P.L. 94-482), Adult Education Act (P.L. 91-230 as amended in P.L. 95-561), the Comprehensive Employment and Training Act Amendments of 1978 (P.L. 95-524), Urban Mass Transportation Act (P.L. 88-365 as amended in P.L. 95-599), Economic Opportunity

Act of 1964 (P.L. 88-452 as amended in P.L. 95-568), Urban Growth and New Development Act of 1970 (P.L. 91-609), Department of Housing and Urban Development Act (P.L. 89-174, as amended), Education of the Handicapped (P.L. 94-142), Low Income Housing (P.L. 93-383 Title II), Community Development Act (P.L. 95-128), the National Neighborhood Policy Act (P.L. 95-24), and the Urban Mass Transportation and Assistance Act of 1970 (P.L. 91-453). Descriptors to access this legislation included urban, unemployment, dropout rate, economic development, economically disadvantaged, women, minorities, handicapped, completion, and placement. A series of matrices were developed detailing the legislation in relation to a given descriptor. The implications of this legislation for vocational and adult education and its integration with the other information collected in this study are presented in subsequent chapters on the legislative review and final recommendations.

A number of ongoing programs were examined for evidence of exemplary attributes that could be used in modeling other programs. Of particular note were programmatic efforts in client outreach, equity issues, and effectiveness in the areas of placement or employer involvement. A variety of means were used to identify the selected programs, including consultations with National Center staff and external professional persons and references encountered in the literature review. The succeeding chapter, Site Reports, will include descriptive references to the selected exemplary programs, as these programs appear to offer workable alternative methods to deal with reported problems/needs in urban vocational and adult education. Appendix D provides specific information for contacting persons involved directly with the programs.

Assumptions

A number of assumptions guided the research strategy of the study and contributed to a framework for interpretation of the findings. It was assumed that cities with a high total unemployment rate, sizable minority populations, and low economic indicators presented the most serious problems/needs to policymakers for urban adult and vocational education; and that policy recommendations addressing the problems/needs in these cities were generalizable to other urban centers. It was further assumed that the sample was representative of cities with one half million or more inhabitants and that the individuals contacted by phone provided serious and honest responses portraying general views held by business, civic, and education leaders. Finally, it was assumed that the information that was compiled was sufficient for the formulation of valid conclusions.

Limitations

Sample selection was based on 1970 census data and was confined to cities of at least one half million in population. The possibility remained that potential key respondents were overlooked and that impressions might have been corrected if on site observations and interviews had been possible.

CHAPTER III

SITE REPORTS

The site reports consist of descriptions of each sample city's socioeconomic and demographic characteristics mainly obtained from such sources as the U. S. Department of Commerce, Bureau of the Census and local chambers of commerce. The main body of this information is presented in detail in Appendix E. A summary of this information follows under the heading, description of sites.

Additional descriptive information pertains to the cities' industrial, economic, political and educational context; community-based programs related to employment, training, and placement; vocational and adult education administration, funding, services, and problems and needs. This information was obtained chiefly through phone conversations with persons who are responsible for providing vocational and adult education and also from other state and local leaders. The remainder of this chapter will discuss this information across all the sample cities and will note general trends in the data.

Description of Sites

The ten cities comprising the sample for the study each had a population of at least one half a million (1970 census) and represented a geographic cross section of the continental United States. Employment and socioeconomic indicators evidenced unmet needs and existing problems which could be amenable to vocational and adult education initiatives.

In looking across the sample cities it was possible to note general socioeconomic and demographic characteristics. The cities were all densely populated areas, in spite of great differences in the land areas they encompassed. These cities had large minority populations (black and Hispanic) in 1970. All but one were over the 30 percent mark and one site approached 60 percent in minority composition.

Accompanying a high percentage of minority population was a high concentration of economically disadvantaged persons living in these cities. A trend toward a declining inner-city population was noted in figures already reported, and preliminary estimates of 1980 census figures indicated this trend will continue. Middle class families have fled to the suburbs and although both blacks and whites have moved away, the inner cities have become, even more, the habitats for poor and minority populations.

Some urban renewal efforts have attempted to reverse the outmigration by creating more favorable living conditions within the inner city. Also, inner-city population decline was much less a phenomenon in sun belt states where in-migration has served to offset or outweigh any outmigration that was ongoing. However, common to each of the sample cities, whether the overall population was rising, diminishing, or remaining the same overall, was the constancy of change. The change may dislocate poor people from their homes, it may improve living conditions, it may alter the ethnic composition of the neighborhood, or it may attract the middle class. Yet it nearly always brings upheaval, and necessitates an adjustment and accommodation by the people and the institutions that purport to serve them.

Industrial/Economic Context

Industry

At least three of the cities examined were described as having a diversified industrial base. Seven of the cities have their economic underpinnings more singularly grouped in either the heavy manufacturing or tourism and service areas. In either case the majority of workers were considered unskilled.

A loss of jobs in manufacturing pervaded a number of the cities. Some manufacturers have moved to the suburbs, but most have moved out of the area, closing plants that have been in operation for decades in the inner city.

Some persons were pessimistic about the lack of jobs in manufacturing saying, "Tourism and insurance don't provide enough jobs." Yet as manufacturing has experienced a downward trend, electronics and computer industries have surged. For example, tasks which in the past utilized machine operators were being restructured to make use of technology made available through the computer and electronics industry. "Robotics" has come of age.

Business or education representatives from more than half of the sites reported cooperative relationships between these sectors. Illustrative examples of business and education cooperation are: a personnel director tried to hire students from technical schools; business and industry supplied employment and qualified cooperative education opportunies to students enrolled in local schools; business and industry personnel served as representatives on state vocational education advisory committees; and other business and industry representatives expressed their responsiveness to working with the

education sector, recognizing that cooperative efforts also served their own interests.

Some industries have cooperated with the Adult General Education Degree (GED) program by permitting GED classes to operate on their sites. These classes were provided for workers as well as any other residents in the vicinity. Industries have promoted adult education, especially the GED program, by requiring that job applicants have a high school diploma before they apply for work.

In one city, approximately seventy industries have been involved in an Adopt a School Plan with individual high schools and have offered services ranging from enrichment courses to employment opportunities. The Plan was organized by the superintendent of schools.

An exemplary womens' employment organization, Wider Opportunites for Women (WOW), has operated model training programs designed to enable women to obtain jobs in mechanical and technical fields. Since 1964 this national, nonprofit organization has provided information, training, support, and advocacy to thousands of women. With CETA funds from the U.S. Department of Labor and substantial support from a consortium of major industries and unions, WOW operates a model program to prepare disadvantaged women for entry-level jobs as electricians, carpenters, electronics technicians, auto mechanics, and service/repair technicians. The training, lasting four to fifteen months, provides a thorough pre-apprenticeship background which is extrememly helpful in placement efforts.

Industry and unions have helped WOW in numerous ways: development of curriculum; donation of instructional and administrative personnel; personnel involvement in recruitment, instructional, and job development phases; and provision of space, equipment, training tools, and materials. This relationship was formalized by WOW's industry advisory committee.

Automobile companies have long had private training programs and facilities. They also have sponsored postsecondary four-year degree programs as well as college cooperative training for hourly employees. Most of their education ties have been with the secondary system for purposes of training, recruitment, or in seeking apprenticeship applicants. Linkages with adult vocational education have provided preapprenticeship training opportunities.

Two sample cities, distinguished by their low industrialization, were experiencing a trend toward increased training by business. One reason cited for this development

was the low quantity and quality of available labor in these cities.

Unions

Seven of the sample cities were highly unionized and the remaining three cities had from moderate to minimal labor organization. The profile of the relationships between labor and education institutions varied. At best, the two operated jointly, sharing facilities and expertise relating to specific skills, actively participating in advisory councils, conducting task analyses which later affected school curriculum, and assisting in setting up facilities for schools.

Contrasted with favorable readings from four cities, respondents from two cities noted negative currents between labor and education. A union business representative perhaps summarized an aspect of the situation when he said that unions wanted to cooperate as much as possible with the public schools but that they (unions) have objected to letting youngsters into training programs when union members' right-to-work had to be protected.

Respondents from two cities noted difficulties for women and blacks in gaining entrance into unions. However, in another site, a bricklayers' union fully funded a six-to-eight week preapprenticesip program which was free to women and minorities.

Political Context

Nine cities were governed by a mayor-council system and one by a council-mayor system. Vocational educators from two cities were cynical in their expectation of support from political leaders. One vocational educator remarked, "They (the politicians) only speak of what they plan to do, and never activate those plans."

Respondents from three sites reported high levels of racial tension in their cites. Forced integration and busing had further polarized these cities. One school system actually was in "receivership" to the courts because the courts were dissatisfied with that school system's desegregation process.

Programs initiated by special interest groups depended on extensive political groundwork, enlisting the dedication of business/industry leaders who worked to instruct teachers and administrators in their current work force needs. This process involved extensive task analysis efforts by joint

committees, coordinating employment needs with skills required, inservice training for teachers, industry-donated equipment and/or space, and sponsorships of schools by industry and business.

The Blueprint Program is a new approach in identifying and resolving urban problems. Its goal is to improve the delivery of human services. The program has required the commitment of federal, state, and local levels of government and includes human service agency administrators and on-line community workers. Teams of persons, numbering seventeen to twenty-five and representing federal, state, and local levels, have worked together, face-to-face, on one of seven areas of concern--education, social service, income maintenance, health, juvenile justice, housing and community development, and employment programs. The teams have used an organizational development and improvement process whereby individuals and organizations who will be required to change were involved in the problem identification and resolution.

Educational Context

Respondents from six cities believed that the general community still viewed secondary vocational education unfavorably or as a "dumping ground" for students who were slow academically, who were poor, or who represented a minority group. In two cities parents of black and Hispanics were reported to feel that college was "the way to go" for their children, while others felt that it was inappropriate for white administrators to be conducting vocational education courses where 80 percent of the students were black. One advisory council member echoed the feelings of many educators when he bemoaned the "lack of understanding on the part of the general public as to how vocational training can decrease such community ills as the crime rate and unemployment."

Yet other respondents felt secondary vocational education was viewed positively. A community representative stated that a popular ex-mayor pushed vocational education as the pathway to success. "Ethnics used to feel vocational education was a dumping ground," he claimed, "Now they demand it!"

A vocational director noted that an increasingly positive attitude toward vocational education may be partially attributed to monetary rewards that were seen to out balance the lower prestige associated with manual or technical work. In fact much manual work has evolved to where machines do the work and people operate the machines.

Business, labor, and civic respondents felt there was a need for vocational education to take on a "career develop-

ment" emphasis as an important component of every child's education. Such an emphasis would develop work habits, attitudes, and awareness that would foster the individual's employability rather than provide only a narrow job skill.

One such example in a school system was a Youth Employment Training Program (YETP) that included work experience, career information, counseling and guidance, and placement services for in school youth. A large private corporation, as a part of the public school Youth Employment Training Program, provided intensive counseling and career development programs for the youth.

Community-Based Programs

CETA operated in a variety of ways in the various sites. A majority of the programs operated out of the chamber of commerce, subcontracting skill training to proprietary institutions and industry. Most respondents agreed that CETA has provided an outstanding number of temporary jobs and has developed extensive linkages with the business community, industry, and education.

A Private Sector program, serving young unemployed and unskilled adults, operated out of a training center that was established by a county CETA program as a self-contained training center. The center, which operated through a subgrant by a private corporation, offered a comprehensive employment package and included job search and retention skills as well as classroom and hands-on training for industrial occupations. The center, developed with the assistance of an Employer's Council representing local industrial private sector employers, provided continuous counseling and supportive services to participants. A balanced male/female ratio was typical of the enrollment, and female retention in nontraditional occupations was high.

Job Club, a successful CETA program operating at the county level, was designed to train employment-ready CETA participants in job seeking and job retention skills. Individual goals were set for job search. Members shared job leads and information and helped build each other's self-confidence and positive self-image.

Educators expressed some negative comments about CETA programs. By offering attractive alternatives we may be encouraging a "drop-out, drop-in syndrome." Educators also felt that CETA funds could be more effectively used within the public schools.

Respondents from industry reported that CETA trained workers were "not too good." They explained that CETA enrollees lacked the discipline and work attitudes of students from technical schools. CETA was viewed by many as a temporary stop gap, but not as effective in changing the employability of students or the basic system.

Vocational and Adult Education Administration and Funding

Most vocational education funds were allocated by the state to the local boards of education, which then controlled expenditures. Local tax bases provided additional money, which could then be used for buildings (not provided for in state funds). When state funding formulas were based on population served rather than how much the district could spend, there appeared to be more contentment on the part of administrators. For example, a city with a high concentration of poor often received a large share of the state's revenues.

School officials often saw funding formulas as "too piecemeal." They felt extra personnel were needed to keep up with tracking of funds for each different group (handicapped, disadvantaged, and so forth). At the same time, several officials expressed a desire for federally designated funds for local evaluation and follow-up purposes, to gather information that could be used to change the image of vocational education.

Several respondents stated that the image of vocational education suffered when top state and local administrators either changed too frequently or had a limited view of vocational education as "training students for low-paying, menial jobs." Local boards of education have felt vocational education programs were too expensive, unless strong leadership convinced them otherwise.

Overview of Vocational and Adult Education

The delivery of vocational education within the sample cities appeared to be moving toward the vocational technical center concept and away from a comprehensive high school delivery system. Proponents of the centers believed centralization of programs and reliance on industry were less costly than maintaining comprehensive programs. Vocational high schools, magnet schools, and vocational technical centers offered specialized training in particular areas. Enrollment was usually drawn from across city boundaries and students were transported to the facility via public transit, school bus, or private means.

Indication from at least half of the cities was that vocational education programming was coordinated with local business and industry. Attempts were made to align program offerings with business needs.

The majority of school districts moving toward the vocational-technical center also decried the condition of existing equipment and vocational facilities. The continuing technological advances in industry have further exacerbated the problem.

Counseling and placement services were available to students. According to a program director, "placement is good, when the student is good."

Postsecondary institutions comprised a main delivery mechanism for vocational education. These institutions have had the advantage of flexible programming which allowed them to develop an instructional course in direct response to the request of a local business.

Reported Problems/Needs in Vocational and Adult Education

Attitudes

Concern about a negative attitude toward vocational education was heard from business and education representatives. In some instances the blame was placed on education because of insufficient support and public relations efforts for vocational adult education. In other cases the respondents were reflecting on a general public view that vocational education was suitable for students with lesser aptitude. The public relations concern expressed by an adult education cooperative director had a different focus. He stated that in some districts the prevailing feeling was that "adults have had their chance and blew it--why bother with them?"

Employment

There was a consistent voice across the sample cities calling attention to employment problems. No jobs, growth of low-job-providing industry, and lack of training opportunities to acquire needed skills were all major complaints from education, business, and civic representatives.

Youth unemployment was particularly noted. "We need to spend as much money on youth unemployment as the government spends on defense," said an administrator.

Some administrators did not feel that there was a lack of jobs, but that there was a lack of job opportunities for blacks. One administrator said, "Blacks who have received the training and then not given the job, because doors were closed, cause other blacks to withdraw." An administrator also stated that many jobs offered to blacks were "only a few dollars above the welfare check."

Linkages

Respondents from nine of the sample cities affirmed their belief in the worth of effective linkages between business labor, education, and the community. A central Texas Manpower Consortium used a network of community resources linking offices of training and services, local education agencies, Texas Employment Consortium, Private Industry Council, Education Service Center, area colleges, and other community resources. The program encouraged cooperation between local education systems and required written service agreements between agencies for each participant.

Educators felt vocational education should be tied into general economic efforts. Education, CETA, and business have needed to plan together in the cities. Statewide planning has not worked.

A former vocational education director said that vocational education needed more linkages with employers. Employers have sponsored their own training and need to be involved more with vocational education. "Government, labor unions, business and education all need to be involved in a smooth entry into the world of work."

A hospital administrator urged the involvement of business and organized labor beyond the "rubber stamp" advisory council membership. "Let industry tell the schools what to do because only they know what really sells."

A handbook developed at the National Center for Research in Vocational Education was prepared to help identify what has occurred and is occurring across the country in postsecondary occupational education and industry collaboration. The publication identified models and guidelines for postsecondary occupational education and industry for sharing facilities, equipment, materials, and personnel for their mutual educational and financial benefit. The practitioners of the exemplary programs identified critical elements for success. From these, guidelines for industry-education cooperation have been developed.

In contrast to the affirmed benefits of cooperative

efforts between the business, labor, education, and community sectors, many respondents described barriers to cooperative linkages. To some, communications barriers seemed impenetrable. Employers criticized educators for being inaccessible, for being uninformed about the differences in trades and within trades, and for refusing to understand what industry needs.

A lack of coordination in the planning cycle between local, state, and federal segments of the education network was noted, e.g., school year and fiscal year planning and budgeting. Much of the reason cities have not come together was due to nonparallel structures in the service delivery hierarchies of the U.S. Office of Education, U.S. Department of Labor, and public schools.

Some fragmentation has occurred within the vocational education system as the various centers have competed with each other. CETA sponsors have competed with each other for funds, deliberately cutting off subcontractors from information in their efforts to score a "coup."

A program director suggested that whoever is funding career education programs (broadly speaking) must say, "Here is funding for your career education program. In order to receive it, you must relate it to what is already happening in the community."

Funding

Concerns about funding for vocational and adult education were heard from across the cities. Many educators felt that funds should go directly into existing programs to maintain and improve them. Too much has been squandered on new program start-ups, usually resulting in "the reinvention of the wheel" syndrome. Others suggested that a requisite of federal funding should be a provision for dissemination of the program to others in the field.

More attention was needed for fundamental hard funding. "Funds need to come from federal, state, and local sources with consistency and regularity," said a school superintendent. School systems have been able to get seed money but have not had the funds to take over when the seed money ran out. Too often a good program has died because funds were prematurely withdrawn.

Vocational education administrators complained about the lack of control of funds for evaluation of their own programs, including follow-up with employers. Cities needed to know if their programs have been effective, "We shouldn't have to beg

the state for those funds," said a local education administrator. As it stands, evaluation funds have been utilized by the state, resulting often in delayed information for planning and/or duplication of effort.

A staff supervisor with industry felt that the technological revolution has made keeping current impossible for schools. Vocational education is at the first generation while business is on the fifth generation. This same supervisor suggested that perhaps public education could buy the services, "the stuff," i.e. the training services from business and industry.

A former vocational director noted that 100 percent funding was needed for supplies and equipment when changes were necessary. An administrator said, "Vocational costs have grown to the point where we need to look more and more into centralizing vocational programs rather than funding many school programs within a system. The center concept has lent itself to broader offerings and scheduling patterns.

A shortage of funds for staff development and for hiring enough staff was noted by individuals in four cities. The federal and state funding of 50 percent for teacher salaries was not enough. Educators praised the opportunities provided through the Educational Profesional Development Act, monies for the retraining of teachers, but felt much more needed so that teachers could upgrade skills every five years.

Facilities

Related to funding problems was an insufficiency of facilities to meet the demand for vocational training. According to one person, there was adequate federal legislation to support new and improved facilities, but Congress has failed to appropriate the funds.

A state director noted that the lack of facilities and equipment translated into an inability to provide vocational education for all students in the state. A more subtle consequence of these shortages was a shift in the classroom from an emphasis on practical application of skills to theoretical concerns. Many administrators and educators cited the need for more adequate vocational facilities and a need to amortize educational equipment. A vocational director suggested that the shortage of equipment and supplies could be ameliorated by funding vocational education separately from general education.

Programming

A review of the problems or needs that fell in the programming area covered a gamut of concerns. However, three problem areas, staffing, training, and work experience provisions, were frequently mentioned. A major share of complaints dealt with staffing--finding staff, keeping staff, paying staff, training staff, or developing staff. "Losing teachers all but killed the continuity of vocational education programs," voiced a vocational director.

In one city 10 to 15 percent of the teachers have been displaced because of a desegregation order requiring teacher-pupil alignment by ethnicity. This has caused uncertainty among white teachers, who therefore have been leaving the schools for positions in industry. Vacancies have been left unfilled and many vocational education shops have been left unused.

A former city vocational education director saw a need for teacher education programs to enable vocational teachers to enter administration. "Administrators need an academic degree, but there have been no honest to God programs for vocational educators to get a degree to enable them to get into administration."

Viable training that was keyed to expanding job areas and the need for realistic work experience sites were highlighted when an adult vocational education administrator expressed his concern about being able to determine the vocational needs of the city population and to make appropriate revision in the adult vocational education curriculum. He was concerned about having legitimate input, reflecting employer needs of individual workers, to revise program offerings.

A community service person expressed a similar need for the vocational education system to be better geared to the employment needs in the work world and thus avoid having five thousand graduates with no jobs. A union person advised that teachers and counselors should work closely with students to guide them from pursuing a "no job area." The overall problem in the mind of a city vocational director was "how to best make use of scarce resources, the schools, equipment, teachers, students, and monies, to produce trained students with salable skills."

A personnel manager felt that vocational administrators were not working closely enough with industry in planning training programs. Most vocational training programs in the schools have not provided the work experience opportunities needed by industry.

An advisory official felt that "Administrators of adult and vocational programs are not taking advantage of the job training opportunities available in the area. The management of vocational-technical education systems are incapable of articulating the supply and demand for employment by industry without the help of industry."

Enrollments

In seven cities access to vocational education and problems resulting from limited access were noted. Difficulties in access stemmed from a variety of sources -- discriminatory attitudes (sexual and racial), funding levels, quota systems, and legislative mandate.

Many persons noted the perpetuation of sex role stereotyping from school to the business world. A state advisory committee member stated, "Sexual attitudes toward role stereotypes will take a long time to change, and racially discriminating attitudes will never change. . .(sic) Although civil rights legislation to deal with these situations has been in place, it has not made and does not guarantee a more equitable attitude by employers and co-workers. . .I don't think that legislation can do a great deal, change takes place in hearts and minds."

A superintendent of schools noted that many students were denied access to vocational programs because only limited dollars were available through the general education fund. Enrollment in vocational education was a problem in one city, because there were too few whites to make the quota, while blacks have been turned away. From another site, a vocational director says there was a problem in enrolling sufficient numbers of handicapped and women to meet the letter of the law. Yet for those who wanted to participate, the funds and facilities were available.

A community college administrator noted that displaced homemakers and other adults needing retraining have had problems gaining access to vocational programs. The administrator added, "Much of this is handled by CETA instead of vocational education." However, many adults could not meet CETA eligibility criteria yet they were financially unable to pay for their own training. Veteran's programs had little remaining resources to pay for training and local industries were seldom inclined to cover this expense.

In one city a lack of access to vocational education programming was linked to high dropout rates in those students turned away. In this city, forty-five to fifty thousand students drop out of high school each year and 45 percent of the

total high school population will not finish high school, according to a representative of an association of business, labor, and education. The high schools without vocational programming have had the highest dropout and truancy rates. Additional programs were needed to encourage students to remain in school.

Harbor City Learning (HCL) was developed in cooperation with a mayor's office of manpower resources and the public schools to meet the needs of dropouts. Enrollees were potential dropouts whose counselors recommended them for the program. The incoming student was offered clustered options in experience-based career education, two health career areas, or a comprehensive office laboratory training. The program provided academic and career guidance, part-time, after-school work experience, and a parent-infant center for the children of HCL students.

A labor spokesperson and advisory council member noted the challenges of enrolling and serving handicapped students. "Handicapped and exceptional children could be better served if the schools were more willing to deal with their education, beyond slapping up a few ramps." Last year three million dollars was returned in one city that could have been used to improve services to the handicapped. An associate with a community based organization felt the handicapped have received training inappropriate for their handicap.

In one city a work adjustment program for mentally retarded adults provided a one or two month work adjustment course prior to placement on a work adjustment training site. A supervisor whose salary came from the grant worked directly with the trainees at the work site. The training was regarded as a transition step to provide the trainees with personal and employment experience that enabled them to find independent employment.

Students served

Students and former students were generally viewed as lacking in basic skills (reading, communicating, and computing) even though they may have attained a high school diploma. From across the sample cities a repeated refrain pointed to this deficiency. At the least, schools should turn out kids who can read and write. "If we have to, we'll train them for our jobs," said a former trainer in industry.

One state department official remarked that "higher education is discovering problems that should have been solved by elementary and secondary education." Students who have left high school without acquiring the basic skills can not

compete in the job market or postsecondary education. They became frustrated, withdrawn, and ended up on the unemployment and welfare lines. A politician stated that many high school graduates have sought employment, but that their diploma was often only equivalent to a fifth or sixth grade education.

Students who lacked basic skills may also be poor and be the cause of and victims of other social problems. One city lost hundreds of millions of dollars in vandalism caused by students during school hours. A local vocational administrator cited the high delinquency and crime rate as examples of what happened when young people were discouraged about future employment opportunities.

Persons from four sample cities, representing both education, business, and union sectors, commented about young people's poor attitude toward school, work, and education. The union person felt that students came out of school not prepared for the world and its reality factors. Basic skills in math and English, elementary drafting, positive work habits, including low tardyism and low absenteeism were wanted by employers.

Needs of black youth have been particularly difficult to identify and address. Offering work programs to the unemployed has helped somewhat, but if students were not reached before they dropped out of school, they disappeared from all public records and were never employed, as was the case of 2.5 million persons across the nation, according to a state level administrator.

A former city director for vocational education noted, "There is a lack of interest in vocational education and in attaining skills on the part of blacks. We get rhetoric from black leaders, but the students are not interested." The students who have stayed with the program have received good training, the centers had good teachers, but students who failed to apply themselves at school continued this behavior on the job and were soon without employment.

One unique program, JOBS PLUS, was a self-help program where participants could develop attitudes, skills, and understanding needed to find and keep a job. The program included a combination of job related workshops, basic education, counseling, and work experience.

Attempts to increase students' awareness and raise their level of aspiration were reported by education and industry representatives of three sample sites. An executive director of a chamber of commerce jobs council stated that industry was eager to make young girls aware of opportunity in industry. The executive director reported that the young girls, not the

industries, were unreceptive to this exchange of information.

Student awareness of vocational offerings, of careers, and of possible occupations needed to be raised according to a state advisory council person. Counselors who logically would be formally charged with efforts to accomplish this task have been burdened with noncounseling activities, e.g. paper work, supervising playground, getting announcements, selling tickets, etc. Counselors and vocational teachers should be freed to spend more time on the job in industry (two to six weeks in the summer) and be reimbursed by the school board. These experiences would enable the counselors and teachers to provide better information, positive and negative, about job demands.

The challenge for counselors, according to a state curriculum director, was to motivate students to plan ahead, to set goals, and to increase their awareness of what was available. Students have needed to see a purpose in pursuing vocational education rather than happening into a general or college preparatory program.

Low awareness was also a problem for adults said a state advisory council representative. Potential enrollees have been unaware of the available opportunities and offerings or how to take advantage of them. Planners needed to disseminate information about possible careers in occupational areas and available education and training opportunities. An advisory council member said that a new perspective in the manner of spending money was needed (money for dissemination) but that more money was not essential. "So much attention is given to sports but we need more publicity about the good things happening in adult education. . .the target group has not been well informed."

Legislation

Many program administration problems were attributed to legislative provisions that increased funds to administrative levels for monitoring systems while reducing funds for program implementation (fewer teachers). An example cited by a state curriculum director was the data burden created by the data system requirements of P.L. 94-142.

A state vocational director was critical of a rigidity in rules. For example, the state plan was operationally locked in for a year and effectively limited a quick response to changing economic or political conditions. His recommendation was for more flexible legislation that encouraged people to "address the spirit, not the letter of the law."

The antiquity of some legislation was noted by a community services representative. For example, modern technology has neutralized conditions conducive to child labor abuses, yet child labor laws written to rectify previous conditions and abuses were still on the books. In short, legislation has not kept up or was not in touch with present conditions.

A postsecondary level program director saw the overall problem in vocational education legislation as a pervasive "secondary level mind set," i.e. definitions and issues were based at one time on the client age and another time on the service provided. Vocational education has needed a comprehensive definition including the displaced worker concept for more than just women, and reentry and training that projected beyond only providing training for high school level students. Retraining occupied 50 percent of postsecondary efforts, as contrasted with secondary efforts that were spent in job training of students for their first employment.

Summary

The issues and concerns expressed by the respondents covered a very broad range of topics. The information was presented as it related to employment; training and placement; vocational and adult education administration, funding, services, and problems and needs. The implications that these issues and concerns have for policy will be discussed in a final chapter.

CHAPTER IV

LEGISLATIVE REVIEW

The legislative review focused on legislation that was pertinent for the delivery of vocational and adult education in urban areas. Information was obtained by using the actual pieces of legislation, the U.S. Code annotated for use in 1980, and the U.S. Code for 1976.

The legislation was reviewed using the following descriptors: urban, unemployment rate, dropout rate, economic development, economically disadvantaged, women, minorities, handicapped, and completion and placement. The legislation was divided into two groups: pieces of major interest and pieces of secondary interest. Descriptions of these pieces of legislation are presented below. A detailed matrix of the major pieces of legislation is included in Appendix F, which presents the relevant provisions for each descriptor.

The pieces of major interest included:

I.	Education Amendments of 1976	P.L. 94-482
II.	Adult Education Act	P.L. 91-230 as amended P.L. 95-561
III.	Comprehensive Employment and Training Act Amendments of 1978	P.L. 95-524
IV.	Economic Opportunity Act of 1964	P.L. 88-452, as amended P.L. 95-568

The pieces of legislation that were of secondary interest included:

I.	Education of the Handicapped	P.L. 94-142
II.	Urban Mass Transportation Act	P.L. 88-365 as amended P.L. 95-599
III.	Urban Growth and New Development Act of 1970	P.L. 91-609
IV.	Department of HUD Act	P.L. 89-174, as amended

V.	Low Income Housing	P.L. 93-383 Title II
VI.	The National Neighborhood Policy Act	P.L. 95-24
VII.	Urban Mass Transportation and Assistance Act of 1970	P.L. 91-453
VIII.	Community Development Act	P.L. 95-128

Major Legislation

The major pieces of legislation are summarized as follows:

I. Education Amendments of 1976 (P.L. 94-482)

The general purpose of the Education Amendments of 1976 was to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and to extend and revise other programs. The vocational education act expires September 30, 1981 and reauthorization hearings are being held. According to the assistant education secretary for vocational education, the five key issues for reauthorization are "whether the primary objective of federal vocational education funding is to provide services to special groups or to the entire population; whether funding should be directed toward basic or higher skills; and whether the money should support only research programs or administrative costs as well; if federal aid should center on economic development, national productivity and reindustrialization or on-the-job training and employment for disadvantaged groups; and whether the federal, state or local government should be responsible for setting program priorities" (Education Daily August 14, 1980).

The current legislation specifically mentions urban three times. Section 124 (a) says that states should give priority to large urban areas and isolated rural areas having a substantial number of youth who have dropped out of school or who are unemployed. This refers to the use of funds under section 120 for the construction, equipment, and operation of residential schools to provide vocational education.

In section 132 (a) (2), the use of funds is authorized for exemplary and innovative programs to develop training opportunities for persons in

migrating from farms to urban areas. Ten exemplary programs started in 1977 were supported in 1979. The average project enrolled seventy-one students, developed 206 community resource sites representing 270 different exploration learning stations.

The third time urban was mentioned was in section 191 that provided for emergency assistance to local education agencies in urban and rural areas to modernize, remodel, or renovate facilities to provide vocational education.

The legislation includes numerous provisions related to unemployment, economically disadvantaged, handicapped, minorities, women, dropouts, and completion and placement. For example, section 106 (a) (5) (A) (i) reads that states should give priority to applicants that are located in economically depressed areas and areas with high rates of unemployment. In section 106 (a) (5) (B) priority is given to handicapped students, students from low income families, and students from families in which English is not the dominant language.

Section 104 (b) (1) and 107 (b) (4) (A) (B) reads that a state board should be established and a state plan should be submitted in order to assure equal access to vocational education for both men and women. The state must specify actions to be taken to overcome sex stereotyping and discrimination, develop model programs to reduce sex stereotyping in all occupations, and encourage enrollment of both men and women in nontraditional courses of study.

II. Adult Education Act (P.L. 91-230, as amended P.L. 95-561)

The purpose of this act is to expand the educational opportunities for adults and to encourage the establishment of programs of adult education that will enable all adults to acquire basic skills necessary to function in society; and to continue their education to at least the level of secondary school completion. The act also makes available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens. Changes made in the Adult Education Act by the 1978 Amendments increase outreach activities and encourage expansion of delivery systems other than the public school system. The amendments became effective in November, 1978. Three-year state plans

beginning with fiscal year 1980 will be implemented in the amended legislation.

The Act defines "adult basic education" as adult education for adults whose inability to speak, read, or write, the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their actual ability. The Act is designed to help eliminate such inability and to raise the level of education of such individuals, making them independently able to benefit from occupational training and otherwise increase their opportunities for more productive and profitable employment and to make them better able to meet their adult responsibilities (Section 1202 (c)).

The Adult Education Act (Section 1205 (b) (1) (8) requires the filing of a general state application and submission of a state plan. The plan should show the involvement of (1) residents of rural areas, (2) residents of urban areas with high rates of unemployment, (3) adults with limited English language skills, and (4) institutional adults in the development and implementation of the plan.

Section 1205 (a) (1) provides funding of education programs for elderly persons whose inability to speak or read the English language is limited and whose cultural identity is atypical of the surrounding environment. Section 1211 (a) gives priority to applications from Native Americans and Native American educational agencies, organizations, and institutions. Grants are also made available for special adult education programs for Indochinese refugees.

III. Comprehensive Employment and Training Act Amendments of 1978 (P.L. 95-524)

Section 2 of this Act states the purpose of the Act is to provide job training and employment opportunities for economically disadvantaged, unemployed, or underemployed persons that will result in an increase in their earned income. The training and other services provided are to lead to maximum employment opportunities and the enhancement of self-sufficiency by establishing a flexible, coordinated, and decentralized system of federal, state, and local programs. It is further the purpose of the Act to provide for the maximum feasible coordination of plans, programs, and

activities under this Act with economic development, community development, and related activities, such as vocational education, vocational rehabilitation, public assistance, self-employment, training, and social service programs.

The term "urban" is used in a variety of contexts throughout the Act. Centers located in urban or rural areas shall provide training and other services for specific types of skilled or semi-skilled employment (Section 456). Under Title VI, Countercyclical Public Service Employment Program, provision is made for temporary employment during periods of high unemployment.

Title VIII established the Young Adult Conservation Corps, and Section 803 states that for Corps enrollees ". . .preference shall be given to youths residing in rural and urban areas within each such state having substantial unemployment. . . ."

Generally, a prime sponsor must have a population of 100,000 or more (Section 101). Title II, Part D is designed to provide economically disadvantaged persons who are unemployed with transitional employment in public service. Section 233 states that funds under this Title shall be used "to allocate among prime sponsors serving areas within those standard metropolitan statistical areas and central cities for which current population surveys were used to determine annual employment data prior to January 1, 1978."

Section 311 authorizes demonstration and experimental projects to be conducted "in rural and urban areas, in sparsely and densely populated areas, and in areas with inadequate means of transportation." Section 312 authorizes a labor market and job bank information system "to establish and maintain more comprehensive household budget data at different levels of living, including a level of adequacy, to reflect the differences of household living cost in regions and localities, both urban and rural."

Because the purpose of the legislation focuses on the economically disadvantaged, and the unemployed and underemployed, there are numerous references to these groups throughout the legislation. In addition, plans must include services for individuals who lack credentials and require basic and remedial skill

development, have limited English speaking ability, are handicapped, are disabled, or Vietnam-war veterans, are offenders, are displaced homemakers, are public assistance recipients, are fifty-five years of age or older, are youth, are single parents, are women, or are other individuals who the Secretary determines have particular disadvantages in the labor market (Section 103). This section also recognized the need to insure that procedures are developed that will lead to skill development and job opportunities for participants in occupations traditionally limited to individuals for the opposite sex. Title III recognizes the need for special programs for Native Americans and the handicapped. Title I provides maximum reasonable opportunity to small and minority-owned businesses.

Title IV focuses primarily on out-of-school youth and means of reducing the school dropout problem. Priority is given to urban poverty areas in that the state or local government provides for special tax treatment for any employer which locates or expands within the urban poverty area, and to any employer establishing a new facility in an urban poverty area (Section 439).

The pending youth act of 1980 is designed as a replacement for, and improvement of, the 1978 CETA Amendments. Present programs will continue through 1981, while planning is underway to implement the new law in October, 1982. Anticipated changes include a consolidation of programs into Title I which will focus on older, out-of-school youth, and Title II will emphasize serving in-school youth and the provision of basic skills training. The intent is to provide prime sponsors with an over-all planning process that is more flexible, and to reduce paperwork.

IV. Economic Opportunity Act of 1964 (P.L. 88-452, as amended P.L. 95-468)

The need for and purpose of the Economic Opportunity Act of 1964 was reported as follows: "Although the economic well-being and prosperity of the United States have progressed to a level surpassing any achieved in world history, and although these benefits are widely shared throughout the nation, poverty continues to be the lot of a substantial number of our people. The United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent

of his capabilities and to participate in the workings of our society. It is therefore the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this nation by opening to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity. It is the purpose of this chapter to strengthen, supplement, and coordinate efforts in furtherance of that policy (Section 2701)".

This Act is replete with references to economic development in urban areas. Subchapter II (Sections 2781-2837) deals with the establishment of urban and rural community action programs that contribute to the elimination of poverty and the establishment of permanent economic and social benefits. Section 2928 (b) provides for an equitable distribution of funds between rural and urban areas for Headstart programs. The purpose of Subchapter VII (Section 2981-2985) is "to encourage the development of special programs by which the residents of urban and rural low-income areas may, through self-help and mobilization of the community at large, with appropriate federal assistance, improve the quality of their economic and social participation in community life in such a way as to contribute to the elimination of poverty and the establishment of permanent economic and social benefits (Section 2981)." Subchapter VIII extends services to Native Americans in rural and urban areas, and subchapter X provides legal services to low-income residents of rural and urban areas.

Other Legislation

The other pieces on legislation are summarized as follows:

I. Education of the Handicapped (P.L. 94-142)

This Act provides for programs to meet educational needs of handicapped children. This is accomplished by providing free and appropriate public education and related services required to assist a handicapped child to benefit from special education. It services ages three to twenty-one inclusive and provides for handicapped children in schools or Native American reservations and the identification and evaluation of handicapped children.

It authorizes grants to or contracts with institutions of higher education, including junior and community colleges, vocational and technical institutes, and other appropriate nonprofit educational agencies for the development and operation of specifically designed or modified programs of vocational, technical, postsecondary, or adult education for deaf and other handicapped persons. Priority is given to programs adopting existing programs of vocational, technical, postsecondary, or adult education for the special needs of handicapped persons.

Section 1401 defines "handicapped children" as mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired children, or children with specific learning disabilities, who by reason thereof require special education and related services.

II. Urban Mass Transportation Act (P.L. 88-365, as amended 95-599)

The purpose of this law is to assist in the development of improved mass transportation facilities, equipment, techniques, and methods; to encourage the planning and establishment of area-wide urban mass transportation systems needed for economical and desirable urban development; and to provide assistance to state and local governments and their instrumentalities in financing such systems.

III. Urban Growth and New Development Act of 1970 (P.L. 91-609)

This Act encourages the rational, orderly, efficient, and economic growth, development and redevelopment of states, metropolitan areas, cities, towns, counties, and communities in predominantly rural areas that demonstrate a special potential for accelerated growth. It allows for public service grants to cover the cost of providing, during an initial period (not exceeding three years), essential public services (including education).

IV. Department of HUD Act (P.L. 89-174, as amended by Ex. Ord. #11668, April 21, 1977, 37 F.R. 8057)

Section 1 of the policy, reestablishes the nation's goal of "providing a decent home and suit-

able living environment for low and moderate income residents through federally assisted housing."

The expansion of federally assisted housing creates a need for a growing supply of new management personnel for the years ahead. Special skills must be developed among these managers so that they can effectively overcome the social and economic problems facing many residents of federally assisted housing. Problems include those of the elderly, training needs, the improvement of career opportunities, and the upgrading of industry standards. Skills to deal with these problems are all essential to the improvement of the nation's housing management capability, particularly for low and moderate income housing.

Section 3 of the policy defines the objectives of the National Center for Housing Management as:

(1) Development of training and educational programs for housing management and personnel.

(2) Cooperation with public and private national, state, and local organizations and institutions in extending housing management training and educational opportunities, using to the fullest extent possible the services and facilities of existing agencies with expertise in training and education.

(3) Cooperation with national, state, and local organizations in establishing or expanding recruitment and placement systems that will link training in housing management to job opportunities in that field.

V. Low Income Housing (P.L. 93-383)

This Act provides assistance to remedy the unsafe and unsanitary housing conditions and the acute shortage of decent, safe, and sanitary dwellings for families of low income. The elderly, handicapped, Native Americans, and Native Alaskans are included as target groups for this legislation.

VI. The National Neighborhood Policy Act (P.L. 95-24)

Through the establishment of a National Commission on Neighborhoods, this Act provided for the analysis of patterns and trends of public and private investment in urban areas. Development of policies

to promote home ownership in urban communities is one of the Commission's tasks.

VII. Urban Mass Transportation and Assistance Act of 1970 (P.L. 91-453)

It is the purpose of this Act to create a partnership that permits the local community, through federal financial assistance, to exercise the initiative necessary to satisfy its urban mass transportation requirements.

VIII. Community Development Act (P.L. 95-128)

This Act acknowledges that rapid changes in patterns of urban settlement, including changes in population distribution and economic bases of urban areas, have created imbalances between the nation's needs and resources, and seriously threaten our physical and social environment. Threatened, as well, are the financial viability of our cities, and the economic and social development of the nation, which depend upon sound, orderly and more balanced development of all areas. (Section 4502). Responsibility for the development of a national urban policy is given to the federal government, which is to be used as a guide in making specific decisions at the national level, which affect the pattern of urban development and redevelopment. Section 4503 requires the submission of a National Urban Policy Report every two (even) years.

Section 4513 contains requirements for eligibility of net community development, and makes substantial provision for housing within the means of persons of low and moderate income.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of the study was to provide recommendations to the U.S. Department of Education, Office of Vocational and Adult Education for improving education in urban areas. The underlying assumption was that policy should respond to unmet problems and needs. Major project activities included a review of the literature, convening of a task force, the completion of site reports, a legislative review, and an examination of selected exemplary programs.

Ten cities, each over one half million population, were selected for the site report sample. Selection was based on geographic location, and socioeconomic and unemployment indicators. Business, education, and community persons representing the sample cities (from three to five persons per sector or approximately 120 in total) were contacted by telephone between July and September, 1980, and were asked for their views about problems/needs in vocational and adult education. A call to a chamber of commerce, mayor's office, a state office of educacation, or an advisory council member frequently resulted in the names of additional contact persons. Content notes were recorded from the telephone conversations and were transcribed by project staff to coded index cards that were used in writing a final site report. Information from the telephone conversations supplemented that available in documents. A site report, representing a composite description of a site, including quotes and documentation of references, was written after all documents had been reviewed and all phone conversations had been completed.

The legislative review examined the most current statutes having pertinence to policy for urban vocational and adult education, economics, employment, training, housing, urban development, and transportation.

Exemplary programs were reviewed as models for future program planning. Particular note was made of program efforts in client outreach, equity issues, and linkages involving business, education, and the community.

The information gathered suggested problems and needs in several important policy areas. Among them were linkages and training, funding and legislative priorities, employment concerns, and vocational and adult education facilities, enrollment, services, and programming. Not surprising was the prominance of civil rights related issues in the cities. Desegregation and busing often draw the greatest attention of

politicians, educators, and citizens and the provision of educational and training services becomes a secondary matter.

Inherent to any discussion of these policy areas is the limitation imposed by the extent to which vocational and adult education is a dominant factor, or the extent to which vocational and adult education is a peripheral factor, one among many significant in influencing direction and outcomes. The distinction is important because of its implications for vocational and adult education policy. If vocational and adult education are controlling factors, then their policy directives may be summarily translated into a prescribed course of action; but if they are only peripheral factors, then the ability to effect a desired outcome is lessened.

For example, the state of the economy and the overall employment picture are not controlled by vocational and adult education. However, vocational and adult education may influence these broad economic and employment spheres by providing viable education and training opportunities, giving special attention to populations who are disadvantaged by their minority status or economic condition. Typically where there are many significant factors influential to the outcome, the interaction between and among factors assumes its own prominence.

Throughout this study persons who were contacted made reference to the interrelatedness of vocational and adult education with economic and employment issues. The following are typical examples of frequently heard comments:

- Vocational education should be tied into general economic efforts.
- Vocational education will always have a poor image when there are no jobs.
- Education, CETA, and business need to plan together in the cities. . . .Employers are doing their own training and need to be involved more with vocational education.
- Government, labor unions, business, and education all need to be involved in a smooth entry into the world of work.
- There is not so much a lack of jobs as there is a lack of training opportunities for the jobs that are available.
- There was not a lack of jobs but there was a lack of trained manpower supply.

Although broad issues, concerns such as the economy, employment (unemployment rate, minimum wage, trade unions), and civil rights (busing and desegregation) are beyond the direct domain of vocational and adult education policy, they are part of the arena where education policy acts. Vocational and adult education policymakers must be aware of the economic and social development areas to which they are inextricably bound. Their policy decisions should be based on how vocational and adult education can best contribute and participate in this broad system while serving the students whose enrollment and satisfaction gives meaning and vitality to the education institution.

The following recommendations arose from this study of vocational and adult education in urban settings:

1. Vocational and adult education policy should promote effective linkages with CETA and other training efforts by developing joint planning structures and cooperative delivery systems.

2. Vocational and adult education policy, by encouraging the involvement of the private sector, should promote programming that is attuned to both present and future employment needs within a community.

3. Vocational and adult education policy should promote the career development concept, viewing vocational and adult education as integral with career development and emphasizing the development of individual potential.

4. Vocational and adult education policy should provide an impetus for teaching basic communication skills and mathematical skills within its curricula, giving special attention to minority or disadvantaged populations who may be seriously deficient in these skills.

5. Vocational and adult education policy should consider provisions whereby funds for program continuation, dissemination, and evaluation are apportioned more equitably with those designated for program initiation.

Recommendations for a closer involvement of vocational and adult education with CETA and other education and training efforts are bolstered by illustrative models cited earlier, e.g., Consolidated Youth Employment Program, Harbor City Learning, and others. Additional exemplary programs and

practices are listed in a newly published handbook entitled Sharing Resources - Postsecondary Education and Industry Cooperation (Warmbrod, Persavich, and L'Angelle 1980).

By conjoining efforts, "forming linkages," with CETA and other training efforts, the intent is not simply to accomplish a smoother operating system but rather to improve actual goal attainment--the quality of service, the availability of service, and the results produced--while monitoring the expenditure of scarce resources consumed in the effort.

One means of enhancing communication and coordination between education and training institutions, offices, and agencies may be to establish or position persons within corresponding organizational structures whose function would be that of a 'circuit rider' or facilitator between or among organizations, offices, and agencies. The skills and training needed by such persons are considerable and perhaps are more than can be expected to exist without special developmental attention.

Interpersonal skills are needed, including a sensitivity to and accurate perception of relevant contingencies in the people and milieu of operation. Technical skills are also necessary. These persons must have the knowledge of operations, of organizations, and of mechanisms by which events may be accomplished in a given environment. Obviously the requisite skills and training will not be acquired in one day. Their acquisition will be best accomplished perhaps by a variety of experiences in both classrooms and many work settings where efficient and effective models of behavior and attitude are found. The costs associated with these endeavors will demand time, energy, personnel, and commitment, and they will not be minimal. The ultimate cost will be evaluated relative to the attainment of desired outcomes.

Another consideration for improving communication and coordination between education, training, and work is to establish a community and city-wide information brokerage service that would be readily accessible to staff persons, potential clients, and students. The service could provide information about agencies, training programs, and educational opportunities. It could give information about the services provided, the areas served, the eligibility criteria, and the costs of participation. The complex nature of urban living, involving many agencies, services, institutions, and people could thus become more manageable.

In many quarters the viability of vocational and adult education and training is heavily equated with the degree that they are attuned to existing and projected employment needs. Strategies for improving the relationship between education

and training and employment may include work/study internships for teachers to upgrade their skills and knowledge of current industry. Special internship programs may be arranged between schools, business, and industry to provide a better understanding of the "working world" for students. School community liaison positions may be funded for identifying job opportunities within the community. Each of these methods promotes an active role for schools in planning and designing their education and training offerings.

Mechanisms such as the National Occupational Information Coordinating Committee (NOICC) and the State Occupational Information Coordinating Committee (SOICC), established by the 1976 Education Amendments to coordinate and communicate information between the education and employment sectors, can be used by school community liaison persons. Although the NOICC-SOICC network seems to have made national and state officials more aware of the interrelateness of their activities, impact at the local level is harder to detect. Very few of the local officials in this study mentioned the SOICC in their states as resources that were helping them do better planning.

A school community liaison person may be able to use this network in assisting schools to develop new training programs. These mechanisms can then be further refined and actively promoted to administrators and planners of programs, employment security agency administrators, research personnel, and employment and training, planning, and administering agencies at all levels based on their capacity to identify job trends and opportunities.

Closer involvement of vocational and adult education with career development may be effected at the national level by coordinating efforts with the U.S. Department of Education, Office of Career Education. States may make application for funds under the Career Education Incentive Act or use approved programs or products from the National Dissemination Network which provide a career development emphasis and may include a vocational and adult education orientation.

A distinctive feature which career development brings to vocational and adult education relates to outcome measures. Current practice, as mandated by the Education Amendments of 1976, is to evaluate vocational programs relative to (1) placement of students in jobs for which they were trained and (2) employer satisfaction with the students' training. Many of the officials contacted for this project mentioned the limitations of these criteria, and that perhaps a reconsideration of program intent will yield outcome measures that are more meaningful and significant for administrators, planners, students, and employers.

The low-attainment levels of increasing numbers of students in basic skill areas, reading, writing, and computing are of concern to all sectors of society. This trend is perhaps even more evident or more personally dehabilitating to students enrolled in vocational and adult education programs. These students have often been the least successful in acquiring the basic skills which are to carry them through the remainder of their lives.

Incorporating basic skill instruction with vocational and adult education programming offers an additional lever to that intangible, distinctly individual element--motivation. Vocational and adult educators may be best positioned to draw upon students' natural interest and motivation to assist them in acquiring basic competencies in communicating and thinking.

While vocational personnel may be able to provide elements of relevancy and motivation, it should not be expected that they will necessarily be qualified to provide instruction in basic skills. Ways must be sought to supplement vocational laboratories and classrooms with competence in basic skill instruction.

Resource teachers in basic education could be made available to both vocational teachers and students. Release time for joint planning by vocational and basic teachers could be arranged. Staff development and inservice workshops for vocational and basic education teachers are other alternatives for consideration.

Various provisions for funding vocational and adult education typically are not closely coordinated at the highest levels. The lack of coordination subsequently bears on local program administrators, implementors, and program participants. Aligned with funding provisions are the frequently conflicting evaluation requirements imposed at various administrative levels. Instituting joint and future planning may be a key ingredient to accomplish a more equitable alignment of resources.

This study has served to highlight perceived problems and needs in vocational and adult education. By weighing the listed recommendations, giving consideration to their implications, and initiating appropriate responses to the problems and needs now evidenced in the delivery of vocational and adult education, the U.S. Department of Education, Office of Vocational and Adult Education will be acting responsively and purposively to serve its constituents.

APPENDIX A

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TASK FORCE MEMBERS

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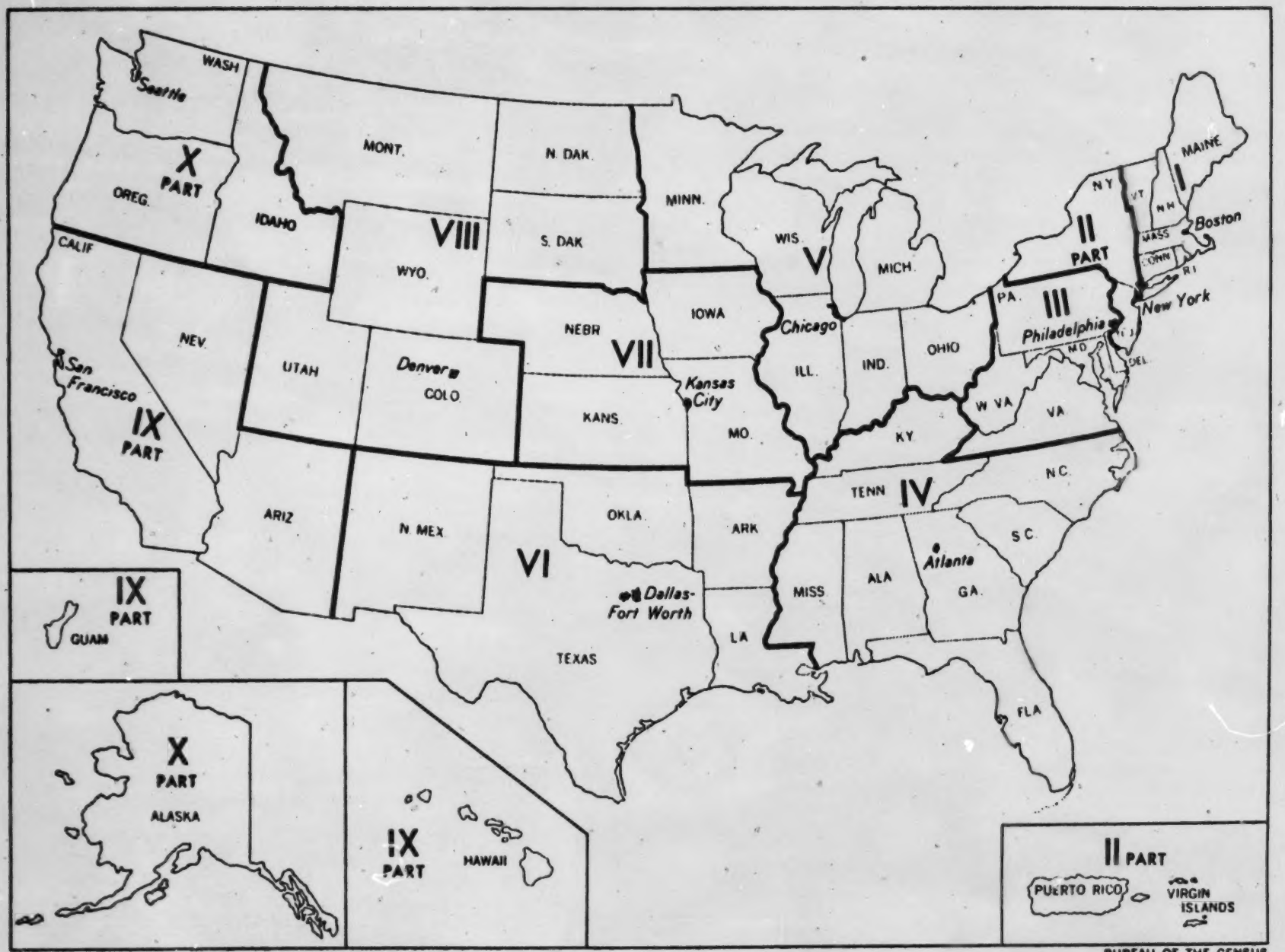
APPENDIX B

STANDARD FEDERAL ADMINISTRATIVE REGIONS

STANDARD FEDERAL ADMINISTRATIVE REGIONS



U.S. DEPARTMENT OF COMMERCE

BUREAU OF THE CENSUS

APPENDIX C

INFORMATION CODING KEY

INFORMATION CODING KEY

		Setting
35	U	Urban
36	R	Rural
		Activity
37	D	review documents, records, publications, etc.
38	I	interview representative persons
		Source
39		Business
40		Civic (Chamber of Commerce, CBO's)
		Education
41-21		Federal, State
41-22		District
41-23		LEA
		Education Program Code
42		Adult Basic adult basic, for dropouts, age 16 or over, programs evaluated as to students achieving 8th grade competency, know how to vote, gaining a driver's license, getting GED's
43		Vocational (occupational or technical) in high school or secondary
44		out of high school (adult vocational, vocational centers, community college)
46 thru 65		**City/State**
thru 80		Interviewee or Document # 66

1-00 DESCRIPTION OF SITE

1-20 Historical and geographic characteristics

1-21 Socio demographic characteristics
1. density and population (urban/rural)
2. tax base income/unemployment by sex, age, race
3. population breakdown by sex, age, race
4. emigration/immigration patterns
5. patterns of social mobility
6. education level (literacy)

2-00 INDUSTRIAL/ECONOMIC CONTEXT OF COMMUNITY

2-21 Industries
1. profile of industries and employers (type, name, size)
2. majority of workers skilled/unskilled
3. industries in growth/in decline (jobs opening and closing)
4. employers involvement with public vocational education/adult education (OJT, work study, co-op)
5. private industrial training activities

2-22 Unions
1. profile (type, name, size)
2. relationship between employers and union
3. extent of unionization
4. effect of unionization on employment of vocational education and adult trainees
5. training activities of unions (apprenticeships)

3-00 POLITICAL CONTEXT OF COMMUNITY

3-21 Description of political actors and processes
3-22 Laws and statutes dealing with adult and vocational education - federal, state and local
3-23 Impact needs and activities of special interest groups (NAB, minority groups - describe program)

4-00 EDUCATION CONTEXT OF COMMUNITY

4-21 Community attitudes toward adult and vocational education
4-22 General education emphasis (liberal arts, basics, vocational education, work ethic)

5-00 COMMUNITY BASED PROGRAMS RELATED TO EMPLOYMENT TRAINING AND PLACEMENT

5-21 CETA - (1) description, (2) linkages to public school, to employers forecasting information, education/training needs

5-22 Proprietory training schools - (1) description, (2) linkages to public school, to employers, forecasting information, education/training needs.

5-24 Training needs

6-00 VOCATIONAL AND ADULT EDUCATION ADMINISTRATION AND FUNDING

6-21 General goals and objectives of service delivery (employment, basic education, and skill training, etc.)

6-22 Administrative attitudes relative to achievement of goals (impediments)

6-23 Intra-organizational coordination of vocational and adult education
1. nature of relationship between school board, local LEA administrators, and adult and vocational education administrators
2. relationship between adult, vocational and other public education agencies

6-24 What funding policies and practices affect adult and vocational education?
1. federal, state, local
2. shifts toward state equalization
3. accountability movement
4. equality of education

6-25 Preparing the budget
1. Who decides funding levels for vocational/adult education as opposed to general education?
2. How is the budget breakdown determined?
3. How is funding determined for use with set asides?
4. Are adequate physical resources available (books, supplies, etc.)?

7-00 OVERVIEW OF ADULT AND VOCATIONAL EDUCATION (Services)

7-21 Type and formal organization of the school

7-22 History of school and its adult and vocational components

7-23 Location
1. serves how many areas
2. students bussed to school
3. longest distance bussed/time involved

7-24 Enrollment characteristics
1. number/age, sex, race, handicapped, migrant
2. women/handicapped in non-traditional programs
3. dropout rate for vocational and adult education

7-25 Program and course offerings
1. Adult Basic
2. Vocational (technical) OJT, Coop, Work Study

7-26 Curriculum

7-27 Facilities
1. age and use of buildings
2. how many separate facilities
3. condition of equipment
4. currency of materials

7-28 Supplementary services
1. counseling-guidance offered (knowledge, awareness)
2. career education
3. placement service
4. recruitment/selection

7-29 Staff characteristics
1. number/type
2. qualifications and experience
3. salary, recruitment
4. staff perceptions and activities relative to program goals (placement, basic education, skill training, etc.)

7-30 Inservice training
1. workshops
2. conferences
3. grantsmanship

7-31 Access
women, Native Americans, migrants, handicapped

7-32 Follow-up
types of follow-up, evaluation

8-00 PROBLEMS/NEEDS IN ADULT AND VOCATIONAL EDUCATION

8-21 Energy
1. Energy

8-22 Attitudes
1. negative attitudes of project operators, administrators of community

8-23 Employment
1. lack of jobs
2. underemployment
3. minority unemployment
4. employment opportunities decline
5. outward migration
6. in migration
7. remote setting
8. mobility of graduates

8-24 Linkages
1. need to expand federal, state, local relationships (internal and external)
2. common planning cycle
3. coordinated decision making
4. leadership
5. extent of industry support
6. industries occupations growing, declining
7. money through labor not education to achieve educational and economic development linking
8. lack of community involvement
9. local power of control

8-25 Funding
1. procuring funds-- local, state, national
2. funding directly as with CBOs, through channels
3. tax base/capital investments

8-26 Facilities
1. age of facilities and adequacy

8-27 Civil Rights
1. civil rights
2. desegregation
3. attendance problems of magnet centers
4. poverty cycle
5. dislocation of poor families

8-28 Transportation
1. inadequate transportation

8-29 Programming
1. administrative processes
2. assessment-recommendations for outcome measures
3. accreditation
4. delivery systems and their objectives
5. grantsmanship
6. knowledge of awareness of available programs
7. programs, outdated and irrelevant
8. forecasting
9. education and training needs
10. job specific occupational training
11. level at which vocational programs are offered
12. improve articulation of services
13. slot in-slot out, flexible programming
14. apprenticeship programs
15. lack of information-support systems-regional information centers
16. occupational information
17. career development-vocational guidance
18. career education in black community
19. lack of work experience opportunities
20. placement & follow-up
21. teacher training and tenure

8-30 Enrollments
1. serving minority and handicapped
2. mainstreaming
3. sex stereotyping in vocational areas
4. equality in training (women) and earning differentials
5. selection of students
6. increasing dropout rate
7. student suspension
8. accessability

8-31 Students Served
1. basic skills
2. poor work attitudes
3. student low awareness and/or aspiration
4. poor job readiness skills
5. delinquency and crime rate

8-32 Legislation
1. out-dated laws
2. bureaucracy

APPENDIX D

EXEMPLARY PROGRAMS

EXEMPLARY PROGRAMS

Program Title: Adopt a School
Contact Person: Joseph Tijerina
Organization: Los Angeles Public Schools Address:
450 N. Grand Avenue
Los Angeles, CA 90012
Telephone: (213) 625-6642

Program Title: Baltimore Blue Print
Contact Person: Thomas Koyle
Organization: Baltimore Blueprint
Address: 1138 Hollinn St.
Baltimore, MD
Telephone: (301) 396-4051

Program Title: Consolidated Youth Employment Program
Contact Person: Kay Lovell
Organization: Central Texas Manpower Consortium
Address: P.O. Box 727, 319 E. Wallace
San Saba, TX 76877
Telephone: (919) 372-5136

Program Title: Harbor City Learning
Contact Person: Maurice Robinson
Address: 100 W. 23rd St.
Baltimore, MD 21218
Telephone: (301) 396-7246

Program Title: Job Club
Contact Person: Nancy Barker
Organization: Washtenaw County Comprehensive
Employment Program
Address: 212 S. Fourth Avenue, 2nd Floor
Ann Arbor, MI 48104

Program Title: Jobs Plus
Contact Person: Bernita Holsey
Organization: Private Industry Council
Address: 2 Hopkins Plaza, Suite 900
Baltimore, MD 21201
Telephone: (301) 396-6197

Program Title: Mid Continent Bottle Sort Program
Contact Person: John Brandt
Organization: Linn County Health Center
Address: 400 3rd Avenue, S.E.
Cedar Rapids, IA
Telephone: (319) 398-3543

Program Title:	Private Sector Program
Contact Person:	Dan Murray
Organization:	Washtenaw County Comprehensive Employment Program
Address:	212 S. Fourth Avenue, 2nd Floor Ann Arbor, MI 48104
Telephone:	(313) 994-1640
Program Title:	Sharing Resources - PostSecondary Education and Industry Cooperation (a handbook)
Contact Person:	Cathy Warmbrod
Organization:	National Center for Research in Vocational Education
Address:	1960 Kenny Road Columbus, Ohio 43210
Telephone:	(614) 486-3655
Program Title:	Youth Employment Training Program
Contact Person:	Felix R. Sloan
Organization:	Detroit Public Schools
Address:	10100 Grand River Detroit, MI 48204
Telephone:	(313) 931-3838
Program Title:	WOW's Nontraditional Work Programs
Contact Person:	Susan Gilbert
Orqanization:	Wider Opportunities for Women
Address:	1649 K St., N.W. Washington, D.C. 20006
Telephone:	(202) 783-5159

APPENDIX E

SITE DESCRIPTIONS

SITE DESCRIPTIONS

The ten cities comprising the sample for the study represented a geographic cross-section of the continental United States. Additionally, each sample city was a large urban center with a population of at least one half a million (1970 census) and with employment and socioeconomic indicators evidencing unmet needs and existing problems which could be amenable to adult and vocational educaton initiatives. The data in table I summarized sociodemographic information for the sample cities.

Figures derived from the County and City Data Book 1977 showed that the ten sample cities ranged in population from approximately 7.5 million to one half million. The sample cities occupied land areas varing from 464 square miles to 46 square miles; there was a cluster of three cities in the 300-250 square mile range and another trio in the 99-50 square mile range. The population per square mile fell between 25 thousand and 24 hundred for these cities. Nine of the cities had a population density of 14 thousand or less persons per square mile. The ratio of females to males was approximately 53 to 47 percent. The white population ranged from 92 percent in one city to 53 percent in another. A modal group of five cities was clustered in the 64 to 55 percent range. Six of the ten cities had a population makeup of 30 or more percent black. The highest percentage of blacks, 46 percent, was found in the city with the least percentage of whites. The city having the lowest black population, 7 percent, had the highest white population, 92 percent. More than half or 52 percent of this figure represented the Hispanic group. All other sample cities had less than 19 percent Hispanic composition; five had one percent or less Hispanic.

A not surprising downward trend was noted in population figures representing the years between 1960-1970 and 1970-1975. Between 1960-1970, four sample cities grew in population, the highest increase was 32 percent. Only two of these cities showed any growth between 1970-1975, 9 percent being the highest increase. Although the maximum population decrease for any city was comparable for both time periods, the number of sample cities with declining population increased from six to eight in the later time period, 1970-1975.

Educationally these cities enrolled anywhere from 1.5 million to approximately 150 thousand students in elementary and high schools. Eight of the cities enrolled less than 400 thousand students.

Estimates of education attainment were given in the percentage completing five years or less of school and

TABLE I

SOCIO DEMOGRAPHIC INFORMATION FOR SAMPLE CITIES*

Cities	Federal District	Population, 1975				Population, 1970						Population Change	
		Land Area Sq. Miles	U.S. Rank	Total	Population Per Sq. Mile	Female %	Male %	White %	Black %	Over Age 65 %	Hispanic %	1970-1975 %	1960-1970 %
#46	II	300	1	7.5 Million	25,000	53	47	77	21	12	10	- 5	2
#47	I	46	19	636,725	13,800	54	46	82	16	13	3	-.7	- 8
#48	VII	61	24	525,000	8,500	54	46	59	41	15	1	-16	-17
#49	IV	275	17	661,000	2,400	53	47	61	37	9	.4	7	32
#50	III	78	7	852,000	10,800	53	47	53	46	11	.9	- 6	- 4
#51	V	138	5	1.3 Million	9,600	52	48	56	37	12	1.8	-12	- 9
#52	V	76	18	639,000	8,400	53	47	61	38	11	1.9	-15	-14
#53	VI	263	11	773,000	2,900	53	47	92	7	8	52	9	21
#54	VI	197	21	559,800	2,800	53	47	55	45	11	4	- 6	- 5
#55	IX	464	3	2.7 Million	5,800	52	48	78	18	10	18	- 3	13

* County and City Data Book, 1977

TABLE I

SOCIO DEMOGRAPHIC INFORMATION FOR SAMPLE CITIES *

Cities	Education 1970				Civilian Labor Force 1970			Money Income Per Capita Income 1974		Median Family Income 1969		
	5 Years Or Less %	4 Years High School Or More %	School Population	Black Population %	Manufacturing %	Retail & Wholesale Trade %	Government %	U.S. Rank	Total $	U.S. Rank	Total $	Black Families $
#46	8	50	1.5 Million	28	21	19	16	328	4,900	514	9,700	7,100
#47	6	54	131,000	23	18	19	18	697	4,200	621	9,133	6,344
#48	7	33	144,000	54	28	19	16	759	4,000	773	8,173	6,528
#49	7	50	163,000	46	21	24	18	583	4,400	705	8,600	5,100
#50	8	34	222,700	58	26	19	20	612	4,300	680	8,800	7,300
#51	7	42	351,700	53	36	19	14	545	4,500	444	10,000	8,600
#52	7	37	180,800	48	38	17	14	785	3,900	628	9,000	7,600
#53	15	43	179,700	8	12	24	26	870	3,600	825	7,700	5,400
#54	9	42	149,500	55	12	23	17	750	4,000	849	7,400	4,700
#55	5	62	610,700	22	24	21	14	220	5,300	351	10,500	7,200

* County and City Data Book, 1977

TABLE I

SOCIO DEMOGRAPHIC INFORMATION FOR SAMPLE CITIES*

Cities	Families with Money Income 1969				
	Below Poverty Level				
	Total %	Percent Black of all Black Families	Below 125 Percent of Poverty Level %	$15,000 - $24,999 %	$25,000 and Over %
#46	12	21	16	18	6
#47	12	25	17	15	3
#48	14	26	20	11	2
#49	15	37	21	10	4
#50	14	23	19	13	4
#51	11	19	15	19	4
#52	14	23	18	13	2
#53	18	31	25	11	3
#54	22	39	28	11	5
#55	10	21	14	20	8

*County and City Data Book, 1977

TABLE I

SOCIO DEMOGRAPHIC INFORMATION FOR SAMPLE CITIES*

Cities	City Government Finances, 1974-1975														
	General Revenue							General Expenditure							
		Intergovernmental			Taxes										
	Tot. Mil $	Total Mil $	From Federal Government Mil $	Total Mil $	Property Total %	Property Per Capita	Sales & Gross Receipts %	Total Mil $	Per Capita $	Education	Highways	Public Welfare	Police & Fire	Sanitation	**Unemployment Rates %
#46	12,800	6,700	10	4,800	55	348	25	11,600	1,330	23	2	25	7	5	8.8
#47	622	211	32	329	99	527	--	672	912	30	3	.6	15	4	5.7
#48	254	73	43	140	24	61	40	213	355	.2	4	2	27	2	7.6
#49	297	175	14	73	69	75	16	318	375	41	5	.1	17	16	5.3
#50	990	635	17	266	69	208	10	917	822	28	11	15	11	8	9.3
#51	661	266	53	288	55	114	8	622	369	.8	4.5	.5	26	14	15.0
#52	228	80	60	91	41	54	1	246	301	--	6.2	--	27	14	7.9
#53	125	37	92	51	65	43	32	126	130	--	9	1	26	14	7.4
#54	214	79	58	83	35	51	57	197	275	.9	8	2	23	11	6.3
#55	933	232	50	480	48	83	33	841	246	1	11	--	34	9	6.2

* County and City Data Book, 1977
**Bureau of Labor Statistics, March, 1980

percentage completing four years of high school or more. The first percentage ranged from a high of 15 to a low of 5. The second ranged from 62 to 33 percent. The city with the lowest percent completing five years or less of school also evidenced the highest percentage completing four years of high school or more.

The school enrollment figures for blacks generally reflected black population figures. The percentage of black students enrolled, 58, was highest in the city that also had the highest percentage of black population and was lowest, 8, in the city of lowest black population.

Per capita income ranged from a high of $5,300, ranked 220, to a low of $3,600, ranked 870. The corresponding high and low figures for family income, $10,500 and $7,400, ranked 351 and 825 respectively. Black family income was less than that reported for the total population and ranged between $8,600 and $4,700. In all families with income, from 10 to 22 percent lived below poverty level. Eight sites reported 10 to 15 percent of their population below poverty. The percentage of black families below poverty ranged from 14 to 28 and seven cities had between 19 and 26 percent. On the high end of the economic scale, the families with incomes between 15 and 25 thousand dollars ranged from 1[illegible] to 10 percent in the sample cities. The percentage with income over 25 thousand dollars varied between 8 and 2.

Those cities with lower per capita and lower family income also had relatively higher percentages of their labor force employed in retail or wholesale trade or in government. The converse was not necessarily the case, however.

Unemployment rates for March, 1980 were obtained from the U.S. Bureau of Labor Statistics. The figures ranged from a high of 15 to a low of 5.3 percent. Higher unemployment was evidenced in the cities where manufacturing was a more significant part of the employment picture.

The sample cities' general revenues were closely aligned with general expenditures. Reported intergovernmental and tax revenues amounted to 70-80 percent of the total general revenue. The contribution from intergovernmental sources varied from 64 to 25 percent as likewise did the tax contribution, 52 to 25 percent. When the intergovernmental percentage was high the tax percentage was lower and vice-versa. The federal government contribution to intergovernment revenue went from as much as 92 percent down to 10 percent. Property taxes and sales tax m[illegible]e up the tax revenue reported. Generally this combination accounted for 70 to 80 percent of the tax revenue. However in one city this combination accounted for only 42

percent of the tax revenue and in another property tax alone contributed 99 percent to the total. Per capita tax ranged from $1,330 to $130.

Educational expenditures ranged from 41 percent to .2 percent and generally reflected the property tax revenue percentage. Two cities did not report the amount spent on education and four sample cities spent 2 percent or less in this area. Two cities spent 11 percent of their funds on highways and one city directed 2 percent of its resources in this area. One city's expenditures, for welfare was 25 percent, however six sample cities' welfare expenditures were less than 2 percent. The highest percentage expenditure for police and fire was 34 and the lowest was 7. Six of the sample cities were spending 23 percent or more. The percentage of expenditures on sanitation ranged from 16 to 2 percent.

APPENDIX F

LEGISLATIVE MATRICES

ANALYSIS OF LEGISLATIVE ACTIONS USING THE EDUCATION AMENDMENTS OF 1976 (P.L. 94-482, Title I, 1976)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 101	None. Purpose: to provide vocational education to all persons who qualify in all communities.	State plan; policy in State	Appropriation.	Funded 1978 - an estimated 10,500,000 students enrolled in vocational education programs.
Section 101	Federal grants to assist states in vocational education planning, maintaining, improving, extending, vocational education programs; developing new programs; providing part-time employment for youths.	Submission of five year state plan, application; provide ready access to vocational training or retraining to a variety of persons, including those who have completed or discontinued their formal education and are preparing to enter the labor market.	Total Appropriation: FY1979 - $ 266,328,000 FY1980 (estimated) - $1,368,830,000 FY1981 (estimated) - $ 784,041,000	Funded. No data on dropouts.
Section 101	Purpose: to assist states in planning, developing, extending, carrying out programs in vocational education	To provide ready access to vocational education or retraining to a variety of persons, including those with special handicaps.	10% of formula grants set aside for vocational education programs for the handicapped	FY1978 - Handicap enrollment Secondary 257,237 Postsecondary 34,989 Total: 355,269 Adult 63,043 Most postsecondary institucions report accessibility to handicapped students: 22-24% of comprehensive high schools report accessibility, 30-47% of in-single district and regional vocational high schools report lack of access.
Section 101 (3)	Federal grants to States for vocational education.	Submission of application and 5 year state plan. Purpose: to develop and carry out such programs of vocational education within each state so as to overcome sex discrimination and sex sterotyping in vocational education programs and thereby furnish equal educational opportunities in vocational education to persons of both sexes.	Appropriations.	Overt discrimination reduced: Programs still predominantly populated by a single sex: 60% of state and local staff surveyed reported that practices which discourage students to enroll in non-traditional courses are most in need of change.

ANALYSIS OF LEGISLATIVE ACTIONS UNDER THE
EDUCATION AMENDMENTS OF 1976 (P.L. 94-482, Title I, 1976)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 101 (4)	Assistance to States in improving planning in the use of all resources available to them for vocational education and manpower training. Federal grants to States.	Grants to provide part-time employment for youth who need the earnings from such employment to continue their vocational training on a full-time basis.	Appropriations. FY 1979 - $ 266,328,000 FY 1980 - $1,368,830,000(est.) FY 1981 - $ 784,041,000 (estimated)	Part time employment. Funded. No data on dropouts.
Section 103 (a)(1)(B)(i)	Authorizes Commissioner (Education) to reserve sums appropriated to States for specific purposes.	Reservation of an amount (from section 102 (a) approximately equivalent to the same percentage of that appropriation as the population aged 15-24 inclusive, which is eligible to receive educational benefits as Indians from the Bureau of Indian Affairs is to the total of all the States aged 15-24, inclusive, except that such amount shall not exceed 1% of such remaining appropriations.	1% set-aside funds from subparts 2 and 3. Appropriations: 1978: 537,833,000 1979: 537,833,000 1980: 687,083,000	30 programs funded. Insufficient data to determine program effectiveness and progress.
Section 103 (a)(1)(B)(ii)	Defines "Act of April 16, 1934"			
Section 103 (a)(1)(B) & (iii)	The Commissioner directed to enter into a contract or contracts with any tribal organization of any such Indian tribe authorizes the Commissioner to enter into an agreement with the Commissioner of the Bureau of Indian Affairs. Secretary of Interior authorized to receive these funds for stated purpose.	Application approval. To plan, conduct, and administer programs, or portions thereof, which are authorized by and consistent with the purposes of this Act (Vocational Education), except that such contracts shall be subject to terms and conditions of section 102 of the Indian Self-Determination Act and shall be conducted in accordance with the provisions of sections 4, 5, and 6 of the Act of April, 16, 1934. Application approval. Operation of	FY Auth. Appr. 1978 $ 8,360,000 $5,437,682 1979 $ 9,789,000 $5,437,777 1980 $11,800,000 - Appropriations. 20 out of 76 applications given awards. Range: $45,015 - $1,530,819 Average: $591,656	20 contracts awarded during first year of funding, all but one for three years. 11 new contracts in 1979. Programs are in first year of operation and preliminary data are insufficient to determine how well the programs are faring. Ongoing and planned studies.

ANALYSIS OF LEGISLATIVE ACTIONS USING THE
EDUCATION AMENDMENTS OF 1976 (P.L. 94-482, Title I, 1976)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 103 (a)(1)(B)(iii) (continued)		vocational education programs authorized by this Act in institutions serving Indians described in division (1) of this Subparagraph (B).		
Section 104 (b)(1)	Participation in programs authorized by this Act.	Establishments of a state board or agency for administration and supervision of programs: assignment of full-time personnel to assist state board in fulfilling the purposes of this act by (a) creating awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all voc. ed. programs; (b) gathering, analyzing, and disseminating data on the status of men and women students, and employees on the voc. ed. programs of that state: (c) developing and supporting actions to correct any problems brought to the attention of such personnel through activities carried out under clause (B): (D) reviewing the distribution of grants by the state board to assure that the interests and needs of women are addressed in the projects assisted under this Act; (E) reviewing all vocational education programs in the state for sex bias; (F)monitoring the implementation of laws prohibiting sex discrimination in all hiring, firing, promotion procedures within the state	Appropriations.	See sex equity study. Funded.

ANALYSIS OF LEGISLATIVE ACTIONS USING THE
EDUCATION AMENDMENTS OF 1976 (P.L. 94-482, Title I, 1976)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 104 (b)(1) (continued)		relating to voc. ed.; (G) reviewing and submitting recommendations with respect to overcoming sex sterotyping and sex bias in voc. ed. programs for the annual plan and report; (H) assisting LEAs and other interested parties in the state in improving voc. ed. opportunities for women; and (I) making readily available to the state board, the National Advisory Councils on Voc. Ed., the State Commission on the general public, information developed pursuant to this subsection.		
Section 104	State administration of vocational education programs.	State to reserve $50,000 from funds appropriated to carry out subpart 2 (basic grant) in each fiscal year to carry out this subsection (104b)-see Section 104(b)(1)pg. 2 "women."	Appropriation.	Administration with state vocational programs.
Section 105(a)	Establishment of a State Advisory Council to obtain a grant.	In appointing State Advisory Council, requires appropriate representation from various geographical regions of the State.	Requires at least one member from each of 20 categories.	Establishes criteria for selection of State Advisory Councils.
Section 105 (a) last paragraph	Establishment of State Advisory Council in each State to participate in programs under this Act.	Governor or State board of education as the case may be, shall insure that there is appropriate representation of both sexes, racial and ethnic minorities, and the various geographic regions of the State.	Appropriations. FY1978 - $5,437,682 FY1979 - $5,437,772	See membership list.

ANALYSIS OF LEGISLATIVE ACTIONS USING THE
EDUCATION AMENDMENTS OF 1976 (P.L. 94-482, Title I, 1976)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 105 (a) last Para. (continued)			Members appointed by Governor of State or State Board of Education, as the case may be. FY1978 - $4,316,000 FY1979 - $2,906,000	
Section 105 (a)(4)	State and local advisory councils.	Method of membership appointment; members to include one or more individuals who represent state industrial and economic development agencies.	Appointment of members by the Governor, or in the case of States in which members of the State Board of Education are elected by such board.	See membership list.
Section 105 (a)(16)	Establishment of state advisory councils - criteria.	One or more members of council to represent school systems with large concentration of persons who have special academic, social, economic, and cultural needs and of persons of limited English-speaking ability.	Appointment of members by Governor of State or State Board of Education (if members elected).	See membership list.
Section 105 (a)(16)(A)	Establishment of state advisory councils - criteria.	One or more members of council to represent the general public including a person or persons representing and knowledgeable about the poor and disadvantaged; one which represents school systems with large concentrations of persons who have special economic needs.	Appointment of members by governor of States or State Board of Education (if such board is elected). $2,906,000 appropriated in 1979.	See membership list.
Section 105 (a)(16)	Establishment of state advisory councils - criteria.	One or more members of council to represent school system with large concentration of persons who have special academic, social, economic and cultural needs and of persons of limited English-speaking ability.	Appointment of members by Governor of State or State Board of Education (if members elected). FY1978 - $4,316,000 FY1979 - $2,906,000	See membership list.

ANALYSIS OF LEGISLATIVE ACTIONS USING THE
EDUCATION AMENDMENTS OF 1976 (P.L. 94-482, Title I, 1976)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 105 (a)(17)	Establishment of state advisory councils.	One or more members to be women with backgrounds and experiences in employment and training programs and who are knowledgeable with respect to special experiences and problems of sex discrimination in job training and employment and of sex stereotyping in vocational education including women who are members of minority groups and who have, in addition to such backgrounds and experiences, special knowledge of the problems of discrimination in job training and employment against women who are members of such groups.	Members appointed by Governor of the states or, in the case of states in which members of the state board of education are elected, by such board. FY1979 - $2,906,000	See membership list.
Section 105 (a)(18)	Establishment of state advisory councils - criteria.	One or more members of council to have special knowledge, experience, or qualifications with respect to special educational needs of physically or mentally handicapped persons.	Appointment of members by Governor of State or State Board of Education (if members are elected). FY1975 - $4,316,000 FY1979 - $2,906,000	See membership list.
Section 106 (a)(5)(A)(i)	Submission of application for funding by state.	State policy. State in combining approval of applications, give priority to applicants which are located in economically depressed areas: areas with high rates of unemployment.	Appropriation.	Slightly more than $5 billion from Federal, State and Local sources expended for vocational education in FY78-$547 million Federal money. FY78-16,704,906 enrollments in vocational education classes.
Section 106 (a)(5)(B)	Submission of application for funding by state.	The state provides assurances that distribution of funds approved be based upon (I) in the case of LEAs, the relative financial ability of such agencies to provide the resources	Appropriation. Distribution of funds by each state giving assurances as required by application. Data not available. Enrollment in depressed areas 1,753,193.	165,022 disadvantaged students received services, or participated in programs designed to meet their needs in FY1978 under the special funding for programs for the disadvantaged. 1,794,631 disadvantaged students served through basic

ANALYSIS OF LEGISLATIVE ACTIONS USING THE
EDUCATION AMENDMENTS OF 1976 P.L. 94-482, Title I, 1976)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 106 (a)(5)(B) (continued)		necessary to meet the need for vocational education in the areas they service and the relative number or concentration of low income families or individuals within such agencies and (II) in the case of other eligible receipients, the relative financial ability of such recipients to provide the necessary resources to meet the needs of their students and the relative number or concentration of students whom they serve whose education imposes higher than average costs, such as handicapped students, students from low-income families, and students from families in which English is not the dominant language.		grants. 355,269 handicapped students served through basic grants. Data on students with limited English incomplete.
Section 106 (a)(8)	Submission of general application.	Policy in state. Application to provide assurances that funds received under this Act will not be used for any program of vocational education (exceptions) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation.	Appropriation. Provision of counseling and placement services.	Funded.

ANALYSIS OF LEGISLATIVE ACTIONS USING THE
EDUCATION AMENDMENTS OF 1976 (P.L. 94-482, Title I, 1976)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 107 (b)(3)(B)(ii)	Funds for vocational education - 5 year state plans.	Placement in state plan: setting out explicitly the uses which the state intends to make of funds to meet the special needs of handicapped and disadvantaged persons and persons who have limited English-speaking ability.	Provisions in application. Appropriation. $25,000,000 authorized for preparing 5 year State plans (section 107), preparing annual reports and accountability reports (including collection of necessary data), Section 108, conducting evaluations required by section 112 and state administrators of vocational education programs assisted under this administration.	Increase in number of programs for the handicapped and the disadvantaged; incomplete data on persons with limited English-speaking ability. Disadvantaged enrollment for FY1978 - 1,794,631, Handicapped FY1978 -355,269, data on persons of limited English-speaking ability incomplete.
Section 107 (b)(4)(A)(B)	Funding of state vocational education programs.	Submission of 5 year state plan which (4)(A)sets forth policies and procedures which the state will follow so as to assure equal access to voc. ed. programs by both men and women including-(i)a detailed description of such policies and procedures; (ii) actions to be taken to overcome sex discrimination and sex stereotyping in all state and local voc. ed. programs (iii) incentives to be provided to eligible recipients so that such recepients will - (I) encourage the enrollment of both men and women in nontraditional courses of study,and (II) develop model programs to reduce sex stereotyping in all occupations; and (B) set forth a program to assess and meet the needs of persons described in section 120 (b)(I)(L) which shall provide for (i) special courses for such	Appropriation	See sex equity study.

ANALYSIS OF LEGISLATIVE ACTIONS USING THE
EDUCATION AMENDMENTS OF 1976 (P.L. 94-482, Title I, 1976)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 107 (b)(4)(A)(B) (continued)		persons in learning how to seek employment, and (ii) placement services for such graduates of voc.ed. programs and courses.		
Section 107 (b)(4)(B)(ii)	Funding of state vocational education programs.	Submission of 5 year state plan, providing equal access to minorities and women. Provision of placement services to persons described in Section 120(b)(1)(L).	Appropriation.	Funded. Total expenditures (FY1978 and FY1977 carry-over funds) for Placement Services $1,210,666, Federal - $339,522 State/Local - $871,144
Section 107 (b)(4)(B)	Five year state plans.	Such plans shall set forth a program to assess and meet the needs of persons described in Section 120(b)(1)(L) which shall provide for (i) special courses for such persons in learning how to seek employment, and (ii) placement services for such graduates of vocational education programs and courses.	Appropriation.	Funded.
Section 108 (b)(1)	Funding of state vocational education programs.	Submission by each state of an annual program plan and accountability report for each of the fiscal years included in the five-year state plan. Plan and report to include planning provisions which (C) show the results of (ii) compliance of the state plan with the provision continued in section 104(b)(4)(A) concerning providing equal access to programs by both men and women.	Appropriations.	Submission of such report to Commissioner of Education.

ANALYSIS OF LEGISLATIVE ACTIONS USING THE EDUCATION AMENDMENTS OF 1976 (P.L. 94-482, Title I, 1976)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 109 (a)(3)(B)	Approval of five-year state plans.	Provision of assurances that personnel assigned to review programs within the state to assure equal access by both men and women under the provisions of section 104(b) have been afforded the opportunity to review the plan or program plan and report.	Appropriation - allotment upon approval of state plan.	Approval of state plan.
Section 110 (a)	Use of state's allotment.	Placement in state plan. Use of at least 10% of each state's allotment under section 103 to pay 50% of the cost of vocational education for handicapped persons.	10% of 5% of money allotted for subpart 2 and 3 of Part A. FY1978 - $537,883,000 FY1979 - $577,883,000 FY1980 - $687,083,000	Increase of number of programs for the handicapped. 355,269 handicapped served.
Section 110 (b)(1)	Funding of cost of vocational education for disadvantaged, persons (other than handicapped persons) for persons who have limited English-speaking ability, for providing stipends authorized under Section 120(b)(1)(g).	A minimum of 20% of each State's allotment under section 103 to be used to pay 50% of cost of vocational education for persons mentioned and for such stipends.	FY AUTH. APP. 1978 $ 880,000,000 $537,833,000 1979 $1,030,000,000 $537,833,000 1980 $1,180,000,000 $687,083,000 (part A subparts 2 and 3) Section 103-5% of funds appropriated for Part A, subparts 2 and 3.	Funded. Number of programs for the disadvantaged have increased. See page 2 "Handicapped", Section 107(b)(3)(B)(ii). Data on limited English-speaking incomplete. LSEA enrollment 87,046 stipends (FY78 and FY77 carry-over funds). Total expenditure $1,843,431. Federal - $1,310,495. State/local - $32,936.
Section 110 (b)(2)	Funding distribution of "National Priority Programs"	From funds used by a State pursuant to paragraph (1) of this section, each State shall use an amount equivalent to the same percentage of the funds reserved pursuant to that paragraph as the population aged 15-24, inclusive, having limited English-speaking ability is to the total population of the State aged 15-24, inclusive, for providing vocational education	Appropriation. FY AUTH. APP. 1978 $ 880,000,000 $537,833,000 1979 $1,030,000,000 $537,833,000 1980 $1,180,000,000 $687,083,000 (part A subparts 2 and 3) Section 103-5% of funds appropriated for Part A, subparts 2 and 3.	Data on enrollees of limited English-speaking ability incomplete.

ANALYSIS OF LEGISLATIVE ACTIONS USING THE
EDUCATION AMENDMENTS OF 1976 (P.L. 94-482, Title I, 1976)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 110 (b)(2) (continued)		for such persons with limited English-speaking ability, except that such amount shall not exceed the full sum used pursuant to paragraph (1).		
Section 110 (c)	Use of funds to provide vocational education to specific persons.	Placement in five year State plan, annual program plan accountability report; 15% of each State's allotment shall be used to pay 50% of cost of vocational education for persons who have completed or left school and (1) are enrolled in organized programs of study for which credit is given toward an associate or other degree (not baccalaureate or higher degree); and (2) have already entered the labor market or are unemployed.	Appropriated 15% of each state's allotment under section 103 (5% of money appropriated for Part A, Subparts 2 and 3.	Funded.
Section 110 (d)	Funding of vocational education programs to serve handicapped persons, disadvantaged persons, persons who have limited English-speaking ability.	Each state uses to the maximum extent possible, the funds required to be used for the purposes specified, to assist individuals described to participate in regular vocational education programs.	FY AUTH. APP. 1978 $ 880,000,000 $537,833,000 1979 $1,030,000,000 $537,833,000 1980 R 180,000,000 $687,083,000	355,269 handicapped students enrolled in vocational education classes in FY1978. * 76-78% of comprehensive high schools report accessibility to the handicapped 53-70% of single district and regional vocational high schools report accessibility. Most postsecondary institutions reported accessibility. 70% of students enrolled in "special classes"(p. 515 Survey Study). Based on survey study (p. 512).
Section 111 (a)(1)(B)(C)	Payments to States.	Placement in State plan by Commissioner. Payment to States 50% of the cost of vocational education programs for persons with	Appropriation.	165,022 disadvantaged students received services or participated in programs designed to meet their needs in FY1978 under the special funding for programs for the

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 111 (a)(1)(B)(C) (continued)		special needs as described in Section 110(a)(b)(c)--handicapped disadvantaged persons who have completed or left high school, persons with limited English-speaking ability; 100% of cost of vocational education programs described in Section 122(f),133(b) and 140 (for disadvantaged).	Part A Subpart 1 (1979): State Advisory Council: 1979: 2,906,000 State planning: 1979: 786,000 Subpart 2 and 3: 1978: 537,883,000 1979: 537,883,000 1980: 687,083,000 Subpart 4: 1978: 20,000,000 1979: 20,000,000 1980: 20,000,000	disadvantaged. 1,794,631 disadvantaged served through basic grants in FY1978. 355,269 handicapped served through basic grants in FY1978. Data on students with limited English-speaking ability incomplete. No data on dropouts.
Section 112 (b)(1)(b)	Federal and state evaluations of programs of vocational education.	Placement in State plan. Each state evaluates each program in the state which purports to impact entry level job skills according to the extent to which program completers and leavers - (i) find employment occupations related to their training and (ii) are considered by their employers to be well-trained and prepared for employment.		
Section 120 (b)(1)(J)(L)	Grants to states to conduct vocational education programs. Use of grants.	Submission of 5 year state plan and application; (voluntary) Funds may be used to support services for women who enter programs designed to prepare individuals for employment in jobs which have been traditionally limited to men, including	Programs of national significance. Appropriation.	16,704,926 enrollments in vocational education classes in FY1978-10,236,117 at secondary level; 2,089,170 at post-secondary level; 4,379,689 at adult level.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 120 (b)(1)(J)(L) (continued)		counseling as to the nature of such programs and the difficulties which may be encountered by women in such programs, and job development and job follow-up service; (L) voluntary vocational education for women who are now in jobs which have been traditionally considered jobs for females and who wish to seek employment in job areas which have been traditionally considered jobs for males.	FY1977 - $27,153,000 FY1978 - $28,307,000 FY1979 - $10,000,000 FY1980 - $10,000,000	
Section 120 (b)(1)(H)	Grants to states to conduct vocational education programs.	Placement in State plan: (voluntary) placement services for students who have successfully completed vocational education programs, subject to restrictions contained in paragraph (2).	Appropriation.	Funded. Total expenditures (FY1978 and FY1977 carry-over funds) for placements Services - $1,210,666 Federal - $ 339,522 State/Local - $ 871,144
Section 121	Use of funds to States for work study program (funds from Section 120).	Policy and placement in state plan. Applications from LEA's to state; priority given to applications submitted by LEA's serving communities having substantial numbers of youths who have dropped out of school or who are unemployed.	Appropriation. FY1978 Federal $2,994,250 State/Local $8,401,912 Work Study.	1978, an estimated 10,500,000 students enrolled in vocational education programs preparing for employment. Slightly more than $5 billion from Federal, State and local sources were expended for vocational education in FY1978-$547 million specifically from Federal - 91% state and local. Enrollment 38,673. No data available on dropouts and unemployed. Funded. FY1978 enrollment: 38,673. No data on dropouts or unemployed. Total expenditures: (FY78 and FY77 carry-over funds - $16,213,332 Federal - $ 6,774,321 State/Local - $ 9,442,011

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 122	Use of funds for establishing or expanding cooperative vocational education programs.	Placement in state plans.	Appropriation.	Expenditures (FY78) Federal $ 6,715,459 State/Local - $639,475,723 Funded enrollment - 581,238
Section 122 (a)	Use of funds available to States under Section 120 for establishing and expanding cooperative vocational education program.	Policy and placement in state plan programs to include provision giving priority for funding to areas that have high rates of school dropouts and youth unemployment.	Expenditures (FY1978) Federal - $ 6,715,459 State/Local - $63,947,723	Almost ¼ of high school students enrolled in work experience programs. Enrollment - 581,238. No data on dropouts, unemployed
Section 124 (a)	Funding of residential vocational education schools from states allotment.	Application approval. State gives special consideration to needs of large urban areas and isolated rural areas having substantial numbers of youths who have dropped out of school or who are unemployed.	Appropriation. Total expenditures - $3,789,281 Federal - $ 894,200 State/Local - $2,895,081	Funded. Total expenditures - - $144,963,735 Federal expenditures - $ 15,223,506 State/local expenditures - $129,740,229
Section 131 (a)(3)	Use of funds for support of State research coordination units and for contracts by those units pursuant to comprehensive plans of program improvement.	Policy in State plan. Plans of program improvement may include, among others, improved curriculum materials for new and emerging job fields, including a review of any curricula developed under this section to insure that such curricula do not reflect stereotypes based on sex, race, or national origin.	Programs of National Significance. Appropriations. FY1977 - $27,153,000 FY1978 - $28,307,000 FY1979 - $10,000,000 FY1980 - $10,000,000	FY1979 - Support was provided for 53 research curriculum development demonstration and personnel development projects, including the national network of 6 curriculum coordination centers; 10 exemplary vocational education projects; the National Center for Research in Vocational Education; 13 new curriculum development efforts; high priority given to projects addressing needs of special populations.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 132 (a)(2)	Use of funds for exemplary and innovative programs - designed (voluntary) to develop training opportunities for persons in sparsely populated rural areas and for individuals migrating from farms to urban areas.	Placement in State plans.	Appropriation. More specific to current development programs.	Institution/population ratios are significantly higher for small town and rural areas. See Section 132(a)(1). Ten exemplary projects started in 1977 were supported in 1979. The average project enrolled 71 students, developed 206 community resource sites (employers) representing 270 different exploration learning stations.
Section 132 (a)(5)	Use of funds for exemplary and innovative programs.	Application approval. Programs may include programs designed to broaden occupational aspirations and opportunities for youth, with special emphasis given to youth who have academic, socioeconomic, or other handicaps.	1975-$15,933,000.	Ten exemplary projects started in 1977 were supported in 1979. The average project enrolled 71 students, developed 206 community resource sites (employers) representing 270 different explorational learning stations.
Section 132 (b)	Use of funds to states for exemplary and innovative programs.	Submission of state plan; application. Every contract made by a state for the purpose of funding exemplary and innovative projects shall give priority to programs and projects designed to reduce sex stereotyping in vocational education.	Appropriation. $15,933,000 expanded in 1975.	Ten exemplary projects started in 1979 were supported in 1979. The average project enrolled 71 students, developed 206 community resource sites (employers) representing 270 different explorational learning stations.
Section 133 a)(1)	Funding of curriculum development programs.	Placement in state plan. Development and dissemination of vocational education curriculum materials for individuals with special needs, as described in section 110 (handicapped, disadvantaged, limited English-speaking ability, persons with economic need, unemployed, dropouts).	1979 - $40,745,000 appropriated for Program Improvements and Supportive Services (Subpart 3). See section 131(a)(3) page 3 "Minorities". 1975 - $,1,000,000 expended.	Support continued for a national network of six curriculum Coordination Centers. FY1979 13 new curriculum development efforts; high priority given to projects addressing needs of special populations. No specific data on handicapped.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 133 (a)(2)	Funding to states for support of curriculum development projects.	Project may include-development of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs and support services in vocational education programs traditionally limited to members of the opposite sex.	Appropriation. $15,933,000 expended in FY1975.	Support continued for a national network of six curriculum Coordination Centers. FY1979 thirteen new curriculum development efforts; high priority given to projects addressing needs of special populations.
Section 134 (a)(7)	Programs for vocational development guidance and counseling programs and service.	Application approval. Programs shall include one or more of eight programs specified, one being establishment of vocational resource centers to meet the special needs of handicapped individuals and individuals from economically depressed communities or areas as well as others. Use of at least 20% of funds available to the states under section 130(a) shall be used to support such programs.	Appropriation.	Funded. Total expenditures (FY78 & FY79 carry-over funds) - $130,949,817 Federal - $ 23,851,290 State/Local - $107,098,527
Section 134 (a)(3)	Use of funds to support programs for vocational development guidance and counseling programs and services.	Placement in state plans; use of at least 20% of funds available under Section 130(a); to include provision of educational and job placement services.	Appropriation.	Funded. Total expenditures - (FY78 & FY77 carry-over funds) - $130,949,817 Federal - $ 23,851,290 State/Local - $107,098,527
Section 134 (a)(4)	Vocational development guidance and counseling programs and services.	See p.8 "Minorities." Use of 20% of funds. Programs shall include voc. ed. guidance and counseling training designed to acquaint guidance counselor with (A) the changing work patterns of women, (B) ways of effectively overcoming	Appropriation.	Funded. Total expenditures - (FY78-FY77 carry-over funds) - $130,949,817 Federal - $ 23,851,290 State/Local - $107,098,527

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 134 (a)(4) (continued)		occupational sex stereotyping and (C) ways of assisting girls and women in selecting careers solely on their occupational needs and interests and to develop improved career counseling materials which are free. Match basic grant.		
Section 135 (a)(2)	Use of funds to states available under section 130(a) for vocational education personnel training.	May include programs or projects which provide in-service training for voc. ed. teachers and other staff members to improve the quality of instruction, supervision, and administration of voc. ed. programs, and to overcome sex bias in voc. ed. programs.	Appropriation. $56,359,000 expended in 1975.	Funded. Total expenditures - ($78 & FY77 carry-over funds) - $ 32,719,230 Federal - $ 11,469,733 State/Local - $ 21,249,497
Section 135 (a)(5)	Vocational education personnel training.	Funding may be used to support programs to train and provide in-service training for teachers supervisors, and trainers of teachers in vocational education to improve the quality of instruction, supervision and administration of vocational education for persons with limited English-speaking ability and to train or retrain counseling and guidance personnel to meet the special needs of persons with limited English speaking ability.	1979 - $40,745,000 appropriated for Subpart 3 (Program Improvement and Supportive Services). See section 131(a)(3). 1975 - $49,359,000	FY1979 - twenty-two new applied research and training projects; approximately 75% of these contained major dissemination activities including workshops and orientation for State personnel regarding project results and products.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 136	Use of funds available to states under Section 130(a) to assist in overcoming sex stereotyping and bias in voc. ed.	Placement in state plans and annual program plans; matching of basic grant.	Appropriation.	Funded. Total Expenditures(FY1978)- $4,370,369 Federal $1,184,403 State/Local $3,185,966
Section 140 (b)(1)	Funding of special programs for the disadvantaged.	Placement in State plan; appropriation to areas with high concentration of youth unemployment, school dropouts; payment of full cost of vocational education for disadvantaged persons.	Appropriation. FY AUTH. APP. 1978 $45,000,000 $20,000,000 1979 $45,000,000 $20,000,000 ($7,382,000 - actual) 1980 $50,000,000 $20,000,000 ($36,857,000- estimated) 1981 $20,000,000 estimated)	165,022 disadvantaged students received services or participated in programs designed to meet their needs in FY1978. 79,849 - secondary level 24,845 - postsecondary 57,952 - adult
Section 150	Grants for consumer and homemaking education.	Placement in state plan; programs to encourage participation of both males and females to prepare for combining roles of homemakers and wage earners; encourage elimination of sex sterotyping in consumer and homemaking education by promoting the development of curriculum materials which deal with (i)increased numbers of women working outside the home and the changing career patterns of men and women.	FY AUTH. APP. 1978 $65,000,000 $40,994,000 1979 $75,000,000 $43,497,000 1980 $80,000,000 $43,497,000 1978 Federal expenditures - $28,307,262	2,946,101 (80%) were females. States report expansion of program and increased programming for consumer education, nutrition education, parenthood education, child development, and growth of enrollments in depressed areas. No objective evidence of effectiveness of this program is available.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 130 (b)(1)(d)	Grants to states to assist them in conducting consumer and homemaking education programs.	Placement in five-year state plan and annual program plans. Programs to encourage, among other things, outreach programs in communities for youth and adults, giving considerations to special needs such as handicapped persons, may include bilingual instruction.	1978 - $40,926,929 in formula grants appropriated to states.	3,700,000 students served.
Section 150 (d)	Consumer and homemaking education programs.	Placement in State plan. Use of one third of Federal funds in each state in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of life. 50% matching required except in economically depressed areas or areas with high rates of unemployment where matching is 90% Federal and 10% State and/or local.		Funded 3,659,441 students served Secondary - 2,795,949 Postsecondary - 52,340 Adult - 811,152
Section 161 (a)(1)(A)(C)	Development of information elements and uniform definitions for a national vocational education data reporting and accounting system.	System shall include, among other items, information on vocational (A) students (including race and sex) and (C) program completers and leavers.	Establishment of Vocational Education Data System.	Collection of data.
Section 162 (a)(6)	Continued existence of The National Advisory Council on Vocational Education.	Council shall include women who are members of minority groups and who have, in addition to such backgrounds and experiences special knowledge of the prob-	Members appointed by the President.	See membership list.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 162 (a)(6) (continued)		women who are members of such groups.		
Section 162 (a)(8)	Continuance of National Advisory Council on Vocational Education.	Council shall include individuals, among others, experienced in education, and training of handicapped persons and persons of limited English-speaking ability (as defined in Section 703(a) of the Elementary and Secondary Education Act of 1965)	Members appointed by President.	See membership.
Section 162 (a)(9)	Continued existence of The National Advisory Council on Vocational Education during the period for which appropriations are authorized under this Act.	The council shall include individuals familiar with the special problems and needs of individuals disadvantaged by their socioeconomic backgrounds.	New members appointed by the President.	See membership.
Section 162 (a) last paragraph	Continued existence of The National Advisory Council on Vocational Education; appointment of new members by the President.	President shall insure that there is appropriate representation of both sexes, racial and ethnic minorities, and various geographic regions of the country.	Members appointed by the President.	See membership list.
Section 172 (b)(4)(c)(4)	Training and development programs for vocational education personnel - leadership development awards, fellowships; use of funds from Section 103.	Equitable distribution of awards and fellowships taking into account such factors as the State's vocational education enrollment and the incidence of youth unemployment and school dropouts.	Appropriation. FY1979 - $24,615,000 appropriated for programs of national significance (Part B, Subpart 2).	No data available on effects of the incidence of high youth unemployment distribution. 155 leadership development award in FY1979 among 18 institutions of higher learning. 14 fellowships at 56 institutions.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 181	None - Findings: One of the most acute problems in the United States is that millions of citizens' efforts to profit from vocational education are severely restricted by their limited English-speaking ability: that such persons are therefore unable to help fill the critical need for more and better educated personnel in vital occupational categories; and that such persons are unable to make their maximum contribution to the Nation's economy, and must, in fact, suffer the hardships of unemployment or underemployment: a critical shortage of instructors capable of instructing such language - handicapped persons and preparing them for a work environment requiring English language skills; a shortage of instructional materials and instructional methods and techniques suitable for such instruction.			
Section 182	"General responsibilities of the Commissioner, consultation with Secretary of Labor.	Development and dissemination of accurate information on the status of bilingual vocational training in all parts of the U.S.; evaluation of impact of such bilingual vocational training on the shortages of well-trained personnel, the unemployment of persons with limited English-speaking ability and the ability of such persons to acquire sufficient job skills to contribute fully to the economy of the U.S.; report their findings (Commissioner and Secretary of Labor) annually to the President and Congress.	AUTH. APP. ACTUAL FY1978: $70,000,000 $2,800,000 - FY1979: $80,000,000 $2,800,000 $2,749,000 FY1980: $90,000,000 $4,800,000 - Funding: 65% - bilingual vocational training 25% - training for instructors 10% - to develop instructional material, methods, or techniques for bilingual vocational training	10 bilingual vocational training programs funded in 1979 to train 630 persons for employment in recognized occupations. In previous years, when the appropriation was used to fund only training programs about 22 projects were funded annually to train about 1500 persons; Report by Commissioner of Education and Secretary of Labor to President and Congress, August, 1978; studies ongoing.
Section 184	Authorizes Commissioner to make grants to and enter into contracts with appropriate State agencies, LEAs, post-secondary education institutions, and to other nonprofit organizations especially created to serve a group whose language as normally used is other than English; enter into contracts with private for-profit agencies and organizations	Application; supplying training in recognized occupations and in new and emerging occupations, which shall include instruction in the English language designed to insure that participants in the training will be assisted to pursue such occupations in environments where English is the language normally used, assistance in conducting bilingual	FY AUTH. APP. 1975 $17,500,000 $2,800,000 1976 $17,500,000 $2,800,000 1977 $60,000,000 $2,800,000 1978 $70,000,000 $2,800,000 1979 $80,000,000 $2,800,000 1980 $90,000,000 $7,800,000	Projects funded have generally reported high placement rates. Inflationary costs have substantially reduced the size of the program over the years from 2500 trainees in 1975 to 637 in 1979. Costs per trainee have risen from $1120 in 1975 to $2857 in 1979.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 184 (continued)		vocational training for persons of all ages in all communities of the U.S. which are designed to insure that vocational training programs are available to all individuals who desire and need such bilingual vocational education.		
Section 185	Use of Federal funds for bilingual vocational training, grants and contracts under Section 184.	Application approval; may be used for (1) bilingual vocational training programs for persons who have completed or left elementary or secondary school and who are available for education by a postsecondary educational institution; (2) same for persons who have already entered the labor market and who desire or need training or retraining to achieve year-round employment, adjust to changing manpower needs, expand their range of skills, or advance in employment, and (3) training allowances for participants in bilingual vocational training programs subject to the same conditions and limitations as set forth in Section 111 of CETA of 1973. (Refers to economically disadvantaged)	AUTH. APP. ACTUAL FY1978: $70,000,000 $2,800,000 - FY1979: $80,000,000 $2,800,000 $2,749,000 FY1980: $90,000,000 $4,800,000 - Funding: 65% - bilingual vocational training 10% - to develop instructional material, methods or techniques for bilingual vocational training	About 77% of the trainees had 6 years or fewer of U.S. or English schooling.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 186	Authorizes Commissioner to make grants to or enter into contracts with States or educational institutions, either public or private. Payment of sums expended by an applicant for the purpose described in Section 187 and set out in that application.	Approval of application. To assist them (States or educational institutions) in conducting training for instructors of bilingual vocational training programs, and whenever the Commissioner determines that it will contribute to carrying out the purposes of this part (Bilingual Vocational Training), assist them in conducting training for instructors in bilingual vocational education programs.	25% of funds under the part (Subpart 3) used to conduct training for instructors.	1979 - Three instructor training programs will provide preservice and inservice training for about 130 instructors and staff to work with bilingual vocational training programs. Study in progress.
Section 187	Use of grants and contracts under Section 186.	Approval of application; voluntary use of fund for - (1) providing preservice training designed to prepare persons to participate in bilingual vocational training or vocational education programs as instructors, aids, or other ancillary personnel such as counselors, and inservice and development programs designed to enable such personnel to continue to improve their qualifications while participating in such programs; and (2) fellowships or traineeships for persons engaged in such preservice or inservice training.	Appropriation.	1979 - Three instructor training programs will provide preservice and inservice training for about 130 instructors and staff to work with bilingual vocational training programs. Study in progress.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 188	Authorizes Commissioner, from sums made available for grants and contracts under this section pursuant to Section 183, to make grants and enter into contracts with States, public and private educational institutions, and to other appropriate nonprofit organizations and enter into contracts with private for-profit individuals and organizations; authorizes Commissioner to pay each applicant which has an application approved under Section 189B an amount equal to the total sums expended by the applicant for the purposes described in Section 189 and set forth in the application.	Grants and contracts to assist agencies mentioned in developing instructional material, methods, or techniques for bilingual vocational training.	10% of appropriation (see Section 182(a) of same) used for such purpose.	
Section 189	Use of grants and contracts in accordance with applications approved under Section 189B.	Approval of application. May be used for: (1)research in bilingual vocational training; (2) training programs designed to familiarize State agencies and training institutions with research findings and successful pilot and demonstration projects in bilingual vocational training: (3) experimental, developmental, and pilot programs and projects designed to test the effectiveness of research findings; and (4) other demonstration and dissemination projects.	Appropriation: FY1978: $2,800,000 FY1979: $2,800,000 FY1980: $4,800,000	Planned and ongoing studies.

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EDUCATION AMENDMENTS OF 1976 (P.L. 94-482, Title I, 1976)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 191	Provision of emergency assistance to LEAs in urban and rural areas to modernized, remodel, renovate facilities to provide vocational education.	Application to Commissioner.		
Section 193	Emergency assistance for remodeling and renovation of vocational education facilities.	Applications approval. Criteria for approval, taking into account the rate of youth unemployment in area, number of unemployed youth aged 17 through 21 residing in area, the percentage of such youth as compared to vocational education enrollment in the LEA, ability of facility to comply with standards adopted by the Architectural Barriers Act of 1968.	Authorization.	Funded. Total expenditures: $144,963,735 Federal - $ 15,223,506 State/Local - $129,740,229
Section 193 (b)(E)	Emergency assistance for remodeling and renovation of vocational education facilities.	Application approval. Approval dependent upon ability of facility to comply with standards adopted by the Architectural Barrier Act of 1968.	Appropriation.	Funded.
Section 195	Defines "area vocational education school: and "post-secondary educational institutions", mentioning persons who have left high school, elementary or secondary schools. See definitions.			

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 195 (7)	Definition of "handicapped".	The term "handicapped", when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program.		
Section 195 (16)	Defines "disadvantaged" as persons (other than handicapped) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs.			
Section 195 (17)	Defines "low income family or individuals" as such families or individuals who are determined to be low-income according to the latest available data from the Department of Commerce.			

ANALYSIS OF LEGISLATIVE ACTIONS FOR
ADULT EDUCATION ACT (P.L. 91-230 as amended. P.L. 95-561)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
USC 20 Section 120	Adult public education.	Filing of general state application and submission of 3 year state plan: establishment of programs of adult public education that will enable all adults to continue their education to at least the level of completion of secondary school.	Appropriations.	Funded. 1.68 million people served in Adult Basic Education in 1977. Of these 150,000,000 completed 8th grade, 107,749 obtained employment or better jobs and 18,953 were able to forgo public assistance.
Section 1202(c)	None-defines term "adult basic education" as adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment communsurate with their ability to get or retain employment commensurate with their real ability which is designed to help eliminate such inability and raise the level of education of such individuals with a view of making them less likely to become dependent on others to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment and to making them better able to meet their adult responsibilities.			
USC 20 Section 1204 (a)(2)	Allotment and reallotment of grant funds.	State plan; $150,000 to each state and remainder of allotment to be based on ratio of number of adults (16 and over) who do have a certificate of graduation from a school providing secondary education (or its equivalent) and who are not currently required to be enrolled in schools in such state to the number of such adults in all states.	Appropriation. FY AUTH. APP. 1978 $200,000,000 $ 80,500,000 1979 210,000,000 $ 90,750,000 1980 230,000,000 $100,000,000	Funded
Section 1205 (b)(1)	Federal grants for adult education; state plans.	Filing of general state application and submission of state plan with plan setting forth a program for the use of funds provided to carry out the stated purpose in Section 1201 with respect to all segments of the adult population	Appropriations.	Funded. 31% served in bilingual education.

ANALYSIS OF LEGISLATIVE ACTIONS FOR
ADULT EDUCATION ACT (P.L. 91-230 as amended. P.L. 95-561)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 1205 (b)(1) (Continued)		in the state, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults.		
Section 1205 (b)(8)	Federal grants for adult education; state plans.	Filing of general state application and submission of state plan with state plan describing the means by which representatives of special adult populations (among various other representatives), including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, etc. have been involved in the development of the plan and will continue to be involved in carrying out the plan.	Appropriation.	See above. 1205(b)(1).
Section 1205 (b)(11)	Federal funds for grants to States for adult education.	Filing of general State application and submission of state plan through its state educational agency; provision of special assistance to persons with limited English-speaking ability carried out in coordination with programs of bilingual education under the Vocational Education Act of 1963.	Appropriations. FY1979 - $ 90,750,000 FY1980 - $100,000,000 FY1981 - $100,000,000(estimate)	Funded; provision of bilingual adult education programs; constitutes 31% total population served.

ANALYSIS OF LEGISLATIVE ACTIONS FOR
ADULT EDUCATION ACT (P.L. 91-230 as amended. P.L. 95-561)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 1205 b)(12)	Federal grants for adult education; state plans.	Filing of general State application and submission of state plan which provides for adult basic education programs immigrants.	Not appropriated.	Not funded.
Section 1208(a)	Grants for special projects for the elderly.	Filing of general application and submission of 3 year state plan. Provision of educational programs for elderly persons whose ability to speak and read the English language is limited and who live in areas with a culture different than their own.	No information on appropriations. Authorized through FY1983.	No data.
Section 1209(b)	Establishment of National Advisory Council on Adult Education.	Appointment of members by the President. Members to include persons knowledgeable in the filed of adult education including education of persons with limited English-speaking ability.	Appropriations.	Funded.
Section 1211a	Grants for improvement of educational opportunities for adult Indians.	Filing of general state application and submission of application. Participation by individuals to be served and tribal communities in the planning and development of the project. Priority to applications from Indian educational agencies, organizations and institutions.	Appropriations. 1979 - $5,930,000 1980 - $5,830,000 1981 - $5,430,000 Authorized for each fiscal year ending prior to October 1, 1983 $8,000,000 for each FY.	Funded. Awards made to 59 applicants in FY1979. Estimated 51 awards in FY1980 and FY1981.

ANALYSIS OF LEGISLATIVE ACTIONS FOR
ADULT EDUCATION ACT (P.L. 91-230 as amended. P.L. 95-561)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 1211a(a)	Grants for planning, pilot and demonstration projects which are designed to plan for, test, and demonstrate the effectiveness of, programs for providing adult education for Indians.	Same as above (1211a).	Same as above (1211a).	Same as above (1211a).
Section 1211a(b)	Grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults.	Same as above (1211a).	Same as above (1211a).	
Section 1211a(c)	Grants and contracts with public agencies and institutions, and organizations for dissemination of information and evaluation of federally assisted programs involving Indian adults.	Same as above (1211a).	Same as above (1211a(a)).	Same as above (1211a).
Section 1211b	Grants for operation of special adult education programs for Indochina refugees.	Submission of applications and plan.	Appropriations. 1979 - $0,000,000 1980 - $2,500,000 (estimated) 1981 - $0,000,000	Funded. Expenditures - 1977-65 grants made serving 20,000 adult Indochina refugees. $10,029,327. Grants for FY1978 made to 65 state and local agencies to serve 30,000 participants; 130 full-time and 530 part-time staff employed in these programs. Funded. 31% served in bilingual education.
Section 1211c (P.L. 95-561)	Funding of Adult Education programs for adult immigrants.	Submission of applications by applicant to State Educational agency; review of application by state.	Not appropriated.	Not funded in Fy1978 and FY1979. FY1980 estimate $2,500,000. FY1981 estimate $0,000,000. No information.

ANALYSIS OF LEGISLATIVE ACTIONS FOR C.E.T.A. OF 1978 (P.L. 95-524)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 2 Title I	To provide for the maximum feasible coordination of plans, programs and activities under this act with economic development, community development and related activities such as voc. ed., etc. Provision of job training and employment opportunities for economically disadvantaged, unemployed or underemployed persons.	Submission of application and a comprehensive employment and training plan to the Sec. of Labor.	Appropriation.	Funded.
Section 3 (8) Title I	The term "economically disadvantaged" means a person who (A) receives, or is a member of a family which (i) receives cash welfare payments under a Federal, State, or local welfare program. See ACT.			
Section 3 (11)	The term "handicapped individual" means any individual who has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment.			
Section 3 (2)(a) Title III	None. Except as provided in subparagraph (B) of this section, the term "area of substantial unemployment" means any area of sufficient size and scope to sustain a public service employment program and which has an average rate of unemployment of at least 6.5% for the most recent 12 months as determined by the Secretary.			
Section 3 (2)(B) Title III	With respect to determinations made for FY79 and for parts A, B, and C of Title II for any fiscal year, such term (area of substantial employment) means an area of sufficient size and scope to sustain such a program and which has an average rate of unemployment of at least 6.5% for any three consecutive months within the most recent 12-month period as determined by the Secretary.			
Section 3 (12)	The term "Hawaiian Native" means any individual any of whose ancestors were natives, prior to 1778, of the area which now consists of the Hawaiian Islands.			
Section 5 Title V	Reports by Secretary of Labor.	Development of information relating to number of individuals who have attained age 16 and who are members of a family equal to or less than 70%, 85%, 100% of the lower living standard income level for the jurisdiction of each prime sponsor.		

ANALYSIS OF LEGISLATIVE ACTIONS FOR
C.E.T.A. OF 1978 (P.L. 95-524)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 5 (C)	Reports by Secretary of Labor.	Report by the Joint Economic Committee on the ability of targeted structural employment and training programs to achieve and sustain (a) a decrease in unemployment rates among those segments of the labor force having special difficulties in obtaining employment and (B) a decrease in the national unemployment rate without exacerbating inflation.		
Section 101(a)(4)(a)(i) Title I	Includes in definition of "prime sponsor" any unit of general local government or any consortium of such units, without regard to population, which, in exceptional circumstances, and after consultation with appropriate State and local officials, is determined by the Secretary to serve a substantial portion of a functioning labor market area, or (ii) to be a rural area having a high level of unemployment;			
Section 103 (a)(4) Title I	Funding of programs upon submission of approval of plans.	Master plan to include a description of the prime sponsors' of application procedures to select and place individuals on the administrative staff, methods to be used to identify and place participants in such programs and arrangements made with respect to providing such participants with job search assistance, counseling, and other services.	Appropriation.	Funded.
Section 103 (a)(5)	Funding of programs upon submission of application and plans and their subsequent approval.	Prime sponsors, master plans to include a description of arrangements to insure that (A) employment and training services, including the development of job opportunities, will be provided to those most in need of them, including low-income persons, handicapped individuals, persons facing barriers to employment commonly experienced by older workers, and persons of limited English-speaking ability.	Appropriation.	Funded.

ANALYSIS OF LEGISLATIVE ACTIONS FOR
C.E.T.A. Of 1978 (P.L. 95-524)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 103 (a)(5) (Continued)		Prime sponsors' master plans to include a description of arrangements to insure that procedures are developed which will lead to skill development and job opportunities for participants in occupations traditionally limited to individuals of the opposite sex.		
Section 103 (a)(20) Title I	Funding of programs upon submission of application and plans and their subsequent approval.	Prime sponsors' master plans to include a description of plans and activities to coordinate, strengthen and training activities under this Act with economic development activities in the private sector.	Appropriation.	Funded.
Section 103 (b)(2) Title I	Funding of programs upon submission of application and plans and their subsequent approval.	Prime sponsors' annual plan shall include a description of the eligible population identified by race, sex, national origin, and age and the proposed activities and services for participants from these significant segments of the eligible population.	Appropriated.	Funded.
Section 103 (b)(3) Title I	Funding of programs upon submission of application and plans and their subsequent approval.	Prime sponsors' annual plans shall include a description of specific services for individuals who are experiencing severe handicaps in obtaining employment, including individuals who lack credentials, require basic and remedial skill development, have limited English-speaking	Appropriation.	Funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 103 (b)(3) Title I (Continued)		ability, are handicapped, are disabled or Vietnan-era veterans, are offenders, are displaced homemakers, are public assistance recipients, are 55 years of age or older, are youth, are single parents, are women, or are other individuals who the Secretary determines have particular disadvantages in the labor market.		
Section 103 (b)(4) Title I	Funding of programs upon submission of application and plans and their subsequent approval.	Prime sponsors' annual plans to include prime sponsors' performance and placement goals.	Appropriation.	Funded.
Section 103 (b)(6) Title I	See above.	Prime sponsors' annual plans to include a description of the relationship between job development and placement, under this Act and other employment and training programs in the area served.	Appropriation.	Funded.
Section 103 (b)(12) Title I	See above.	Prime sponsors' annual plans to include the method of determining priorities for service under Title II, with such priorities being based on locally determined factors such as employment status, level of employability development, handicap, veteran status age, race, sex, or other criteria deemed viable by the prime sponsor.	Appropriation.	Funded.

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C.E.T.A. OF 1978 (P.L. 95-524)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section I (b)(13) Title I	Funding of programs upon submission of application and plans and their subsequent approval.	Prime sponsors' annual plans to include information on the rate of positive placement for individuals who have completed training programs.	Appropriation.	Funded.
Section 103 (b)(15)	See above.	Prime sponsors' annual plan to include a description of an affirmative action program for outreach to and training, placement, and advancement of handicapped individuals in employment, and training programs under this Act, including (A) a description of the extent to which the methods whereby the special needs of the handicapped are to be met; and (B) a description of the number of handicapped individuals who were served in the preceding year, the types of training or employment in which they were placed, and the number of such individuals who were moved into unsubsidized employment.	Appropriation.	Funded.
Section 105 (b)(5) Title I	Funding of comprehensive employment and training programs	Submission of a Governor's coordination and special services plan to the Sec. of Labor. Activities required under plan to include exchanging of information between states and prime sponsors with respect to State, interstate, and regional planning for economic development, etc. Assuring promotion of prime sponsor planning that takes labor market	Appropriation.	Funded.

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ANALYSIS OF LEGISLATIVE ACTIONS FOR
C.E.T.A. OF 1978 (P.L. 95-524)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 105 (b)(5) Title I (Continued)		areas covering more than related activities such as community voc. ed., voc. rehab., and social services.		
Section 105 (b)(10) Title I	Funding of comprehensive employment and training program.	Submission of Governor's coordination and special services plan to the Sec. of Labor; activities under such plan shall include providing financial assistance for special programs and services designed to meet the needs of rural areas outside major labor market areas.	Appropriation.	Funded.
Section 106 (c)(1) Title I	Establishment of provisions for complaints/sanctions.	Maintenance by prime sponsor of a pattern or practice of nondiscrimination.	Prior notice and opportunity for a hearing given to prime sponsor.	Revocation of all or part of a prime sponsor's plan/termination of financial assistance if it is determined by the Sec. of Labor that sponsor is maintaining a pattern of practice of discrimination in violation of Section 132.
Section 106 (c)(2) Title I	Revocation of prime sponsor's comprehensive employment and training plan and termination of financial assistance.	The Sec. of Labor determines that the prime sponsor is, among other things, failing to give due consideration to the eligible population in areas of chronic or concentrated unemployment.	Prior notice and opportunity for a hearing given to prime sponsor.	Revocation of all or part of a prime sponsor's plan and termination of financial assistance if it is determined by the Sec. of Labor that sponsor is maintaining a pattern of practice of discrimination in violation of Section 132.
Section 109 (b)	Establishment of a planning council by each prime sponsor.	Planning council to include members who are representative of veterans organization, handicapped individuals, vocational education agencies, etc.	Appointment of members prime sponsor.	Membership.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 110 (a)(3)	Financial assistance to States for purposes of act.	Establishment of a State employment and training council - council to include at least one representative of handicapped individuals, one of State Board of Vocational Education, one of State Advisory Council on Vocational education.	Appropriated.	Funded.
Section 121 (a)(5)	None - Establishes conditions applicable to all programs.	Providing that no person be excluded from participation is denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any such program because of race, color, religion, sex, national origin, age, handicap, or political affiliation or belief. Prime sponsors make efforts to remove architectural barriers to employment of the handicapped.		
Section 121 (b)(2)(a) Title I	None-establishes conditions applicable to all programs.	Action to provide for increased participation of qualified disabled and Vietnam-era veterans.		
Section 121 (f)(1) Title I	None-establishes conditions applicable to all programs.	All programs shall contribute to occupational development, upward mobility, development of new careers and overcoming sex-sterotyping (including procedures which will lead to skill development and job opportunities for participants in		

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 121 (f)(1) Title I (Continued)		occupations traditionally limited to the opposite sex).		
Section 121 (k) Title I	None-establishes conditions applicable to all programs.	Providing maximum reasonable opportunity to small and minority owned businesses to compete for contracts for supplies and services including where appropriate, the use of set asides.		
Section 122 (b)(1)(B) Title I	None-establishes conditions applying to all public service employment programs receiving financial assistance under this act.	Special consideration in filling public service jobs given to eligible persons who are public assistance recipients or who are eligible for public assistance.		
Section 122 (b)(2) Title I	See above.	To give special consideration to eligible disabled and Vietnam-era veterans in filling public service jobs.		
Section 122 (b)(3)(1)(A) Title I	See above.	To give special emphasis to groups specifically identified in section 301(a)-offenders, persons of limited English-language proficiency, handicapped, women, individuals who lack educational credentials, public assistance recepients, and other persons, determined by the Secretary, to require special assistance-but no establishment of hiring or participation goals for such persons.		

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 122 (b)(4)(b) Title I	Waiver of provisions of paragraph (2) which limits wages paid to a participant to 78 weeks in a 5 yr. period.	Applies to any area served by a unit of general local government which is eligible to be a prime sponsor (or any area served by such a Native American entity) in which the rate of unemployment is equal to or exceeds 7% or in the case of a prime sponsor which is a state, any area under the jurisdiction of a unit of general local government in which the rate of unemployment is equal to or exceeds 7%.	Provision of temporary extension of time limited to 12 months duration.	
Section 122 (h)(4)(a) Title I	See previous. Waiver of provisions in Section 121(c)(2) by the Secretary which limits length of participation to individuals in the case of Native American entities who operate programs authorized under Section 302(c)(1) of this act.	A temporary extension of time for a limited number of persons who were originally hired in a public service employment program prior to 10/1/78 and who continued to be employed on 9/30/79.		
Section 122 (h)(4)(b) Title I	Waiver of provisions of paragraph (2) which limits wages paid to a participant 78 weeks in a 5-year period.	Applies to any area served by a unit of general local government which is eligible to be a prime sponsor (or any area served by such a Native American entity) in which the rate of unemployment is equal to or exceeds 7% or, in the case of a prime sponsor which is a state, any area under the jurisdiction of a unit of general local government in which the rate of unemployment is equal to or exceeds 7%.	Provisions of temporary extension of time limited to 12 months duration.	

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C.E.T.A. OF 1978 (P.L. 95-524)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 122 (m) Title I	None-gatablishes conditions applying to all public service employment programs receiving financial assistance under this act.	Provision of public service jobs in occupational fields which are most likely to expand within the public and private sectors. Activities to include weatherization of dwellings occupied by low-income families and removal of architectural barriers to access by handicapped persons to public facilities.	Appropriated.	Funded.
Section 123 (m) Title I	Assistance to Native American entities in applying for financial assistance under this act.	Such entity to fulfill eligibility requirements.		
Section 124 (a)(3) Title I	Payment of incentive allowances to trainers.	Eligibility: trainees receiving public assistance or whose needs or income is taken into account in determining such public assistance to others; excludes trainees receiving allowances under Part A of Title IV.	Appropriated.	Funded.
Section 126 (a)(2) Title I	Assessment of each prime sponsor's proposed performance and placement goals by the Secretary of Labor.	Performance standards to provide appropriate recognition of the differing needs of the eligible population which will vary the costs for services and which will require setting different performance standards depending on the disadvantages, handicap, capabilities, and job readiness of the eligible population to be served. Differences associated with the degree of disadvantage or handicap of the eligible population.	Placement in plans appropriated.	Funded.

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C.E.T.A. OF 1978 (P.L. 95-524)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 132 (b)(1)(2)(f) Title I	None; Requires Secretary of Labor to review on a periodic basis, the adequacy of outreach, training, placement, and advancement practices with respect to handicapped individuals by each prime sponsor pursuant to Section 103(b)(15) and shall insure that the special needs of such individuals are being met; the Secretary shall include in each annual report a complete evaluation of the conduct of and achievement in outreach, training, placement, and advancement practices with respect to handicapped individuals by prime sponsors pursuant to Section 103(b)(15), including a comparison of such practices and achievements with the preceding year.			
Section 132 (a)(b) Title I	Authorizes Sec. of Labor to enforce provisions regarding discrimination and to (1) refer matter to the Attorney General with a recommendation that an appropriate civil action be instituted; (2) exercise the powers and functions provided by Title VI of the Civil Rights Act of 1964; or (3) to take such other action as may be provided by law.	No person in the U.S. shall on the ground of race, color, religion, sex, national origin, age, handicap, or political affiliation or belief be excluded from participation in, be denied the benefits of, be subjected to discrimination under, or be denied employment in the administration of or in connection with any program or activity funded in whole or in part with funds made available under this Act.		
Section 201 Title II	Programs to provide comprehensive employment and training services.	Such services designed to ease barriers to labor force participation encountered by economically disadvantaged persons, to enable such persons to secure and retain employment at their maximum capacity and to enhance the potential for individuals to increase their earned income.		
Section 202 Title II	Allocation of funds.	Allocations based upon the relative number of adults in families with an annual income below the low-income level within the state or jurisdiction of the prime sponsor compared to the total number in all states or to such numbers in all such jurisdiction.	Appropriated.	Funded.

ANALYSIS OF LEGISLATIVE ACTIONS FOR
C.E.T.A. OF 1978 (P.L. 95-524)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 202 Title II	Allocation of funds.	Allocations based on relative number of unemployed persons within the state or within jurisdiction of prime sponsor compared to total number in all states or to such numbers in all jurisdictions.	Appropriations.	Funded.
Section 202 (f)(2)(B) Title II	Allocation of funds.	Of 3% of funds remaining second priority is given to providing continued support for concentrated employment program grantees serving rural areas having high levels of unemployment.	Appropriated.	Funded
Section 204 Title II	Supplement Voc. Ed. Assistance.	Not less than 85% of funds available under this section to be used only for providing voc. ed. and services to participants in programs under this act; remainder of funds available under this section may be used (b) to coordinate the utilization of funds under this act and the Voc. Ed. Act of 1963 to enhance economic growth and development in the state.	Appropriated.	Funded.
Section 211 (12) Title II	Services for the economically disadvantaged.	Appropriation. Services may include part-time, flexible, and other alternative working arrangements for individuals who are unable because of age, handicap, or other factors to work full-time.	Appropriated.	Funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 211 Part B Title II	Services for the economically disadvantaged.	Provision of a variety of services including on-the-job training, temporary employment to individuals who are seeking suitable placement in classroom training, supportive services, payment of allowances, etc.	Appropriated.	Funded.
Section 213 Title II	Services for the economically disadvantaged - eligibility requirements.	Participants must be economically disadvantaged and either unemployed, underemployed, or in school.	Appropriated.	Funded.
Section 215 Title II	Services for older workers.	Services designed to assist eligible participants in overcoming the particular barriers to employment experienced by older workers; each prime sponsor's plan to include provisions for utilizing activities including activities described in Section 308 and coordinating services for older workers under this part with program services provided by senior centers area agencies on aging and state agencies on aging.	Appropriated.	Funded.
Section 216 Title II	Services to public assistance recipients.	Appropriation.	Appropriated.	Funded.
Section 221 Title II	Occupational upgrading and retraining programs-financial assistance to public and private employers.	Appropriation. Successful completion shall be expected to result in employment with the employer in the occupation for which the employer has been upgraded and at not less than prevailing wages.		

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 232 Title II	Financial assistance to prime sponsors for transitional public service employment for economically disadvantaged persons who are unemployed.	Appropriation; stipulation for use of funds.		
Section 233 (b) Title II	Appropriation of funds for transitional employment opportunities for the economically disadvantaged.	Appropriation. Reservation by Sec. of Labor an amount equal to not less than 2% of the amounts made available pursuant to Section 232 for any fiscal year to enable Native American entities to carry out public service employment programs under this part.		
Section 233 (c) Title II	85% of funds allocated in accordance with this subsector.	Appropriation; allocations based upon number of unemployed persons in areas and number of low-income adults.		
Section 233 (d) Title II	Allocation of funds for providing transitional employment opportunities for the economically disadvantaged.	Appropriation; use of remainder of funds to provide continued support for concentrated employment program grantees serving rural areas having high levels of unemployment, and to allocate among prime sponsors serving areas within those standard metropolitan statistical areas and central cities for which current population surveys were used to determine annual employment data prior to January 1, 1978.	Appropriated.	Funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 233 (d)(2) Title II	Allocation of funds for providing transitional employment opportunities for the economically disadvantaged.	Appropriation; remainder of amount shall be available to the secretary for financial assistance to prime sponsors and Native American Indians described in Section 302(1)(A) as the Secretary deems appropriate.		
Section 235 Title II	Limits financial assistance to prime sponsors designated under Section 101(c) and Native American entities described under Section 301(c)(1)(a).			
Section 236 (a) Title II	None-eligibility requirements: a person (1) who has been unemployed for at least 15 weeks and who is economically disadvantaged or (2) who is or whose family is receiving aid to families with dependent children provided under a state plan approved under Part A of Title IV of the Social Security Act, or who is receiving supplemental security income benefits under Title XVI of the Social Security Act.			
Section 301 Title 3	Special national programs and activities; use of funds to provide services authorized under all titles of this act and for employment and training programs.	Appropriation. Employment and training programs to meet the employment-related needs of persons who face particular disadvantages in specific and general labor markets or occupations, including offenders, persons of limited English proficiency, handicapped individuals, women, single parents, displaced homemakers, youth, older workers, individuals who lack educational credentials, public assistance recipients, and other persons whom the Secretary determines require special assistance.	Appropriated.	Funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 301 (b)(1)(A) Title III	Financial assistance to conduct programs to provide employment opportunities and appropriate training and supportive services to displaced homemakers.	Appropriation; training and supportive services shall include job training, job readiness services, job counseling, job search, and job placement services.	Appropriated.	Funded.
Section 301 (b)(2) Title III	Use of funds to conduct a program employment, training and related assistance and supportive services.	Appropriation; the Secretary shall develop information concerning the special needs of offenders for such services, including special studies regarding the incidence of unemployment among offenders.		
Section 301 (b)(3) Title III	Employment and training and related assistance and supportive services for persons of limited English-speaking ability.	Appropriation; job placement programs.	Appropriated.	Funded.
Section 301 (b)(4) Title III	Financial assistance for programs for handicapped individuals, youth, single parents and older workers to provide employment, training and related assistance and supportive services.	Appropriation. Programs designed to assist in eliminating artificial and other employment barriers faced by such persons.	Appropriated.	Funded.
Section 302 Title III	Native American employment and training programs. Uses various names of Indian tribes, Hawaiians, etc. throughout section.	Submission of a comprehensive plan; appropriation; reservation of an amount equal to not less than 4.5% of the amount allocated pursuant to Section 202(a). Congress finds that such programs are essential to the advancement of economic and social development.	Appropriated.	Funded. FY1979 - $75,307,000

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 303 Title III	Migrant and seasonal farmworker employment and training programs.	Submission of application: appropriation; continuance of programs which are in existence on the effective date of this paragraph and which are designed to assist migrant and seasonal farmworkers in the completion of courses necessary to receive a high school diploma or its equivalent. Congress finds and declares that chronic seasonal unemployment and underemployment in the agricultural industry constitutes a substantial portion of the nation's rural employment problem.	Appropriated.	Funded. FY1979 - $91,914,000
Section 304 Title III	Job search and relocation assistance.	Appropriation: provision of job search assistance to economically disadvantaged persons.	Appropriated.	Funded.
Section 305 Title III	Veterans information and outreach.	Appropriation: consultation and cooperation with the Administrator of Veterans Affairs and the Sec. of H.E.W.	Title III appropriated.	Title III funded.
Section 306 Title III	Programs for the handicapped - training of personnel to provide supportive services and removal of architectural barriers.	Appropriation.	Title VII appropriated.	Title III funded.
Section 307 Title III	Partnership programs between prime sponsors and employment security agencies.	Appropriation; such partnerships constitute a segment of an integrated and comprehensive intake, service, and placement system.	Title III appropriated.	Title III funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 308 Title III	Projects for middle-aged and older workers.	Appropriation: participants shall be over the age of 55 who are unemployed, underemployed, or economically disadvantaged. Appropriation: job search and placement.	Title III appropriated.	Title III funded.
Section 308 Title III	Projects for middle-aged and older workers.	Appropriation; arrangements for analysis/local labor force focusing on comparative rates of unemployment among various demographic groups studied.	Title III appropriated.	Title III funded.
Section 311 (a) Title III	Comprehensive program of employment/training research.	Appropriation; may include studies, the findings which may contribute to the reduction of unemployment. Submission of proposal.	Appropriation.	Funded. FY1979-$18,454,00
Section 311 (c) Title III	Supportive employment and training projects of an experimental and demonstration nature.	Appropriation.	Title III appropriated.	Title III funded.
Section 311 (e) Title III	A variety of demonstration and experimental projects.	Appropriation; such projects to be conducted, to the extent practicable, in rural and urban areas, etc.	Title III appropriated.	Title III funded.
Section 311 (f) Title III	Demonstration programs and projects which provide expanded guidance and counseling services to participate through community vocational resource centers.	Appropriation; submission of proposal (voluntary): projects to include provisions for outreach to inform the economically disadvantaged.	Appropriated.	Funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 311 (g) Title III	Educational and assistance program.	Appropriation; may submit proposal; designed to eliminate artificial barriers to employment based upon race, sex, national origin, age, records of arrest or conviction, handicaps, marital status or other criteria.	Title III appropriated.	Title III funded.
Section 312 (b) Title III	Comprehensive system of labor market information.	Appropriation: production of more statistically accurate data on unemployment by State and local areas.	Title III appropriated.	Title III funded.
Section 312 (b) Title III	A nationwide computerized job bank and matching program.	Appropriation: providing an expeditious means of matching the qualifications of unemployed underemployed, and economically disadvantaged persons with employer requirements and job opportunities and referring and placing such persons in jobs.	Title III appropriated.	Title III funded.
Section 312 (d) Title III	Development of methods to establish and maintain more comprehensive household budget data at different levels of living.	Appropriation; data to reflect the differences of household living costs in regions and localities, both urban and rural.	Title III appropriated.	Title III funded.
Section 313 Title III	Evaluation of all programs activities, and research and demonstration projects conducted pursuant to this act.	Appropriation: annual report to Congress; development of stand- and definitions of "completions" "job placements," and "training related job placements" for classroom and on-the-job training programs funded under this	Appropriated.	Funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 313 Title III (Continued)		act; establishment of procedure for the uniform reporting by prime sponsors of information on completion, job placements, and training related placements.		
Section 316 Title 316	Evaluation of prime sponsors' Title II Programs and award of incentive grants.	Appropriation prime sponsor volunteer for evaluation: evaluation to include monitoring of the rate of placement of Title II enrollees after leaving the Title II program; each unit of measurement, used for making awards, may consist of some degree of improvement among Title II enrollees in job placement, etc.	Appropriated.	Funded.
Section 317 Title III	Voucher demonstration projects.	Appropriation; demonstration of efficacy of providing vouchers to economically disadvantaged persons who are unemployed or underemployed.	Title III appropriated.	Title III funded.
Section 318 Title III	Employment and training activities to stimulate local private economic development.	Appropriation.	Title III appropriated.	Title III funded.
Section 402 Title IV	None-defined "eligible youth".	None-defines "eligible youth" in Parts B & C as an economically disadvantaged youth who is (1) either unemployed, underemployed, or in school, and (2) either age 16 to 21 inclusive, or if authorized under regulations of the Secretary, age		

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
		14 to 15 inclusive; for purposes of Subpart 1 of Part A, eligible youth means a youth between the ages of 16 and 19 inclusive, the income of whose family is at or below the poverty level.		
Section 411 Title IV	Purpose: establishment of youth employment demonstration projects.	Appropriation; provide youth, particularly economically disadvantaged youth with opportunities to learn and earn that will lead to meaningful employment of self-employment opportunities after they have completed the program.	Appropriated.	Funded.
Section 416 Title IV	Entitlement pilot project.	Appropriation; part-time employment or combination of part-time employment and training for economically disadvantaged youth.	Appropriated.	Funded.
Section 417 Title IV	Employment guarantees, part-time employment.	Appropriation; part-time employment on projects operated by organizations knowledgeable of needs of disadvantaged youth.	Appropriated.	Funded.
Section 418 (a)(4)(B)(D) Title IV	Selection of prime sponsors to operate youth incentive entitlement projects.	Appropriation; submission of proposal which includes estimated number of economically disadvantaged youth to be served, assurances that prime sponsor has consulted with organizations of demonstrated effectiveness with a special knowledge of the needs of such disadvantaged youth, and an	Appropriated.	Funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 418 (a)(4)(B)(D) Title IV (Continued)		agreement that funds available under Title II for economically disadvantaged youth employment program and funds available for the summer youth program under Part C of this title for youth eligible under Subsection (a) will be used in support of the project authorized under this Subpart.		
Section 418 (b)(4) Title IV	Selection of prime sponsors to operate youth incentive entitlement projects.	Appropriation; submission of proposal by prime sponsor; testing of efficacy of any such project involving the inclusion of economically disadvantaged youths between the ages of 19 and 25 who have not received their high school diploma.	Appropriated.	Funded.
Section 418 (a)(1) Title IV	Selection of prime sponsors to operate youth incentive entitlement projects.	Appropriation: selection of prime sponsors from areas with differing socioeconomic and regional circumstances such as differing unemployment rate, school dropout rates, urban and rural variations, size, etc.	Appropriated.	Funded.
Section 419 (a) Title IV	Special provisions of youth incentive entitlement pilot projects.	Appropriation; submission of proposal; employment and training may be in rural development.	Appropriated.	Funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 420 Title IV	None-report to Congress on youth incentive entitlement project.	Report to include various findings such as the effect such employment opportunities have had on reducing youth unemployment in the areas of the prime sponsors and the degree to which such employment opportunities have caused out-of-school youths to return to school or others to remain in school.	Report of findings.	
Section 422 (4) Title IV	None-defines "community improvement projects"; includes removal of architectural barriers to access, by handicapped persons, to public facilities.			
Section 422 Title IV	None-defines "eligible applicant" as a prime sponsor qualified under Section 101, sponsors of Native American programs qualified under Section 302(c)(1), and sponsors of migrant and seasonal farmworkers programs qualified under Section 303 of this act.			
Section 423 (a) Title IV	Allocation of funds for Subpart 2 of Title IV.	Appropriation. at least 75% of funds allocated among states on basis of relative number of unemployed persons within each state as compared to all states.	Appropriated.	Funded.
Section 423 (b) Title IV	Allocation of funds for Subpart 2 of Title IV.	Appropriation. 2% reserved for projects for Native American eligible youth: 2% reserved for eligible youth in migrant and and seasonal farmworker families.	Appropriated.	Funded.
Section 426 (b)(1) Title 4	Procedure for obtaining funds.	Appropriation; submission of proposal agreement giving a description of arrangements with public assistance agencies on the employment of youth from families receiving public assistance.	Appropriated.	Funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 432 (a) Title IV	Financial assistance to provide opportunities and appropriate training and supportive services.	Appropriation; services to include (1) job development, direct placement and placement assistance; (2) programs to overcome sex-sterotyping in job development and placement, and (3) programs and outreach mechanisms to increase the labor force participation rate among minorities and women.	Appropriated.	Funded.
Section 432 Title IV	Financial assistance to provide employment opportunities and appropriate training and supportive services.	Appropriation; work may include weatherization of homes occupied by low-income families and removal of architectural barriers to access, by handicapped individuals to public facilities.	Appropriated.	Funded.
Section 433 Title IV	For in-school youth carried out pursuant to agreements between prime sponsors and LEA's.	Appropriation: agreements to describe in detail the employment opportunities and appropriate training and supportive services which shall be provided to eligible participants who are enrolled or agree to enroll in a full-time program leading to a secondary school diploma, a junior or community college degree or a technical or trade school certificate of completion.		
Section 433 Title IV	Allocation of funds for youth employment and training programs.	Appropriation; funds to Governor of States (5%) used in accordance with a special statewide youth services plan for such purposes as occupational and career guidance and counseling and placement services for in-school and out-of-school youth.	Appropriated.	Funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 433 Title IV	Allocation of funds for youth employment and training programs	Appropriation; allotment based on number of unemployed persons and number of persons in families with an income below the low-income level.	Appropriated.	Funded.
Section 433 Title IV	Allocation of funds.	Appropriation; 2% of funds reserved for each program for Native Americans and youths in migrant and seasonal farmworker families.		
Section 434 Title IV	None-eligible participants include persons who are members of household with current gross family income, adjusted to an annualized basis less than 85% of the lower living standard income level.			
Section 436 Title IV	Conditions for receipt of financial assistance for programs authorized under Section 432.	Appropriation; assurance that standards in Subpart 4 of Title IV will be met, submission of application; agreement between prime sponsor and a lag or agency for programs of work experience for in-school youth with assurances that placement services will be made available.	Appropriated.	Funded.
Section 438 Title IV	Secretary's discretionary projects, (innovative and experimental programs).	Appropriation; programs to include counseling and guidance prior to the completion of secondary or postsecondary education.	Title IV appropriated.	Title IV funded.
Section 444 Title IV	Special provisions for Subpart 2 and 3 of Part a of Title IV.	Appropriate efforts be made to ensure that youths participating in programs, projects, and activities under Subparts 2 and 3 shall be youth who are experiencing severe handicaps in obtaining employment, including but not limited to those who lack credentials, those who require substantial basic and remedial skill development, those who are women and minorities and those who are veterans of military service, those who are offenders, handicapped, those with dependents, those who have otherwise demonstrated special need.		

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 445 Title IV	Cooperation with Secretary of H.E.W. to make arrangement for providing academic and education credit to eligible participants who are in school for competencies derived from work experience obtained through programs established under Part A of Title IV.	All activities assisted under Part A shall provide appropriate counseling and placement service designed to facilitate the transition of youth from participation in the project to (1) permanent jobs in the public or private sector, or (2) education or training programs.	Title IV appropriated.	Title IV funded.
Section 450 & 451 Part B Title IV	Residential and nonresidential centers; establishment of Job Corps for economically disadvantaged young men and women aged 14-21, except that an age limitation may be waived for the handicapped.	Appropriation.	Title IV appropriated.	Title IV funded.
Section 452 Title IV	Eligibility requirements for participation in the Job Corps.	Persons must be economically disadvantaged or a member of a family which is economically disadvantaged.	Appropriated.	Funded.
Section 453 Title IV	Standards and procedures for the screening and selection of applications for the Job Corps.	Appropriation; secretary to assure that Job Corps enrollees include an appropriate number of candidates selected from rural areas, taking into account the proportions of eligible youth who reside in rural areas and the need to provide residential facilities of such youth.	Title IV appropriated.	Title IV funded.
Section 456 Title IV	Establishment of Job Corps Centers.	Authorization; centers shall include civilian conservation centers located primarily in rural areas and training centers in either urban or rural areas.	Title IV appropriated.	Title IV funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 457 Title IV	Program activities of Job Corps.	Appropriation; development of certificates to be issued to each enrollee who satisfactorily completes service in the Job Corps and which will reflect the enrollee's level of educational attainment.	Title IV appropriated.	Title IV funded.
Section 461 Title IV	Counseling and job placement.	Appropriation; counseling and testing each enrollee at regular intervals and prior to their schedule terminations; making efforts to place them in in jobs for which they are trained or assist them in attaining further training or education.	Title IV appropriated.	Title IV funded.
Section 462 (b) Title IV	Agreement(s) with State educational agencies to pay the cost of establishing and operating model community voc. ed. schools and skill centers.	Appropriation: purpose is to determine whether upgraded voc. ed. schools could eliminate or substantially reduce the school dropout problem.		
Section 466 Title IV	Special provisions.	Steps to achieve an enrollment of 50% women in the Job Corps.		
Section 482 Title IV	Eligibility requirements of prime sponsors of summer youth programs.	Prime sponsors designated under Section 101(c) and Native American entities described in Section 302(c)(1).		
Section 483 (b)(c) Title IV	Financial assistance for summer youth programs.	Appropriation; submission of annual plan by prime sponsor: reservation of 5% of appropriated funds to be used in the	Title IV appropriated.	Title IV funded.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 483 (b)(c) Title IV (Continued)		Secretary's discretion including allocations to Native American entities. Allocations also based on number of unemployed persons and number of adults in low income families.		
Section 503 (4) Title V	None-identifies functions of the National Commission for Employment Policy.	One of 10 functions: examination and evaluation of major Federal programs, with particular attention given to programs designed to train personnel in fields such as occupational counseling, guidance, and placement.		
Section 503 (7) Title V	None-identifies functions of the National Commission for Employment Policy.	One of 10 functions: to study and make recommendations on how the Nation can attain and maintain full employment with special emphasis on the employment difficulties faced by the segments of the labor force that experienced differentially high rates of unemployment.		
Section 601 Title VI	Countercyclical public service employment programs.	Appropriation: to provide for temporary employment during periods of high rates of unemployment.	Appropriated.	Funded.
Section 602 Title VI	Report on appropriations for countercyclical public service programs.	Report by the President: mentions "rate of unemployment" throughout section: request appropriation.	Appropriated.	

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 604 Title VI	Allocation of funds.	Appropriation; allocations based on number of unemployed.	Appropriated.	Funded.
Section 604 Title VI	Allocation of funds.	Appropriation; 2% reserved for Native American entities and and remainder after all appropriations to prime sponsors and Native American entities described in Section 302(c)(1)(a) taking into account changes in rates of unemployment.	Appropriated.	Funded.
Section 604 Title VI	Allocation of funds.	Appropriation; provide continued support for concentrated employment program grantees serving rural areas having high levels of unemployment.	Appropriated.	Funded.
Section 607 Title VI	Eligibility requirements for employment under Title VI.	Individual whose family does not exceed 100% of lower living standard income level or who is or whose family is receiving aid to families with dependent children.	Appropriated.	Funded.
Section 701, 702 Title VII	Financial assistance to provide private sector employment opportunities for the economically disadvantaged.	Appropriation; submission of plan; provide for Native American entities.		No funded in FY1978.
Section 703 Title VII	Conditions for receipt of financial assistance under Title VII.	Appropriation; description in plan of proposed private sector initiatives under this Title and the integration of such initiatives with other training and placement activities under this Act.		Not funded in FY1978.

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 705 (a)(4) Title VII	Program activities under Title Title VII.	Appropriation; may develop useful methods for collecting information about economic development and community develment.	Not appropriated in FY1978.	Not funded in FY1978.
Section 705 (a)(7) Title VII	Program activities under Title VII.	Appropriation; activities may include coordinating programs under Title VII with other job development, placement, and enjoyment and training activities carried out by public and private agencies.	Not appropriated in FY1978.	Not funded in FY1978.
Section 803 Title VIII	Selection of enrollees for the Young Adult Conservation Corps. The Young Adult Conservation Corps shall be open to youth from all parts of the nation of both sexes, and youth of all social, economic, and racial classification. Includes individuals aged 16-18 who have left school if they give assurance of not leaving school for the Corps.	Appropriation; preference given to youths residing in rural and urban areas having substantial unemployment.	Appropriated.	Funded.
Section 803 Title VIII	Selection of enrollees for Young Adult Conservation Corps.	Appropriation; arrangements for obtaining referral of candidate for the Corps from sponsors of Native American programs, of migrant and seasonal farmworker progress, etc.	Appropriated.	Funded.
Section 808 Title VIII	None-The Young Adult Conservation Corps shall be open to youth from all parts of the Nation of both sexes, and youth of all social, economic, and racial classification.			

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(P.L. 88-452 as amended P.L. 95-568, USC 42, Chapter 32)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 2711	Purpose of Subchapter: to stimulate a better focusing of resources upon goal of enabling low-income families and low-income individuals of all ages, including persons of limited English-speaking ability in rural and urban areas to attain the skills, knowledge, and motivation and secure the opportunities needed for them to become fully self-sufficient.			
Section 2712	Research demonstration, and pilot projects to further purpose in Section 2711.	Appropriation.		
Section 2781	Purpose: to encourage the development of special programs by which residents of urban and rural low income areas may, through self-help and mobilization of the community at large, with appropriate Federal assistance improve the quality of their economic and social participation in community life in such a way as to contribute to the elimination of poverty and the establishment of permanent economic and social benefits.			
Section 2790 (c)	Designation of community action agencies.	Consultation with heads of other Federal agencies responsible for programs relating to work and training programs, physical and economic development, etc.		
Section 2809 (a)(c)	Summer youth recreation program.	Appropriation: funds allocated on basis of relative number of unemployed persons as well as other criteria.		
Section 2809 (a)(2)	Special programs and assistance "Senior Opportunities & Service".	Appropriation: identify and meet the needs of poor persons above age of 60.		
Section 2809 (a)(4)	Financial assistance for "Rural" Housing Development and Rehabilitation" program.	Appropriation: assistance to agencies providing services to migrant or seasonal farmworkers or Native Americans which serve areas defined as rural; designed to assist low-income families.		

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(P.L. 88-452 as amended P.L. 95-568, USC 42, Chapter 32)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 2814 (a)	To provide disadvantaged urban and rural youth with opportunity for physical fitness instruction and counseling services (including instruction concerning study practices, career opportunities, job responsibilities, health and nutrition, and drug abuse education) through regular association with college and university athletes and instructors.	Appropriation.		
Section 2825	Research and pilot projects designed to assure more effective use of human and natural resources of rural American and to slow the migration from rural areas due to lack of economic opportunity, thereby reducing population pressures in urban centers.	Submission of plan; appropriation; development and implementation of pilot projects which (1) aid elderly persons to achieve greater self-sufficiency, (2) focus upon the problem of rural poverty, (3) assure a more effective use of human and natural resources of rural America to slow migration from rural areas, thereby reducing population pressures in urban centers.		
Section 2832	Establish 2 assistant Directors for Community Action: 1 Urban and 1 Rural to assure proper expenditure of funds--Repealed by Sup. II.			

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(P.L. 88-452 as amended P.L. 95-568, USC 42, Chapter 32)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 2833 (b)	Establishes criteria for equitable distribution of assistance between urban or rural areas.	To take into consideration the relative number of (1) low-income families unemployed persons; (1) low-income families (2) unemployed persons: (3) persons receiving cash or other assistance on a needs basis; (4) school dropout; (5) education; (6) persons rejected for military service; and (7) poor persons living in urban places compared to number living in rural places.		
Section 2833 (c)	Assistance to public and private nonprofit agencies	Appropriation. Assistance if the Director determines that it is not feasible to establish a community action agency within a reasonable period of time.		
Section 2833 (d)	Urban-Rural Cooperation in areas such as interchange of personnel related projects, etc.			
Section 2928b (f)	Equitable distribution of benefits between rural and urban areas.	Appropriation. Administrative measure.		
Section 2932 (a)	Financial assistance for day care projects.	Appropriation and allows up to 90% funding for projects under which children from low-income families or from urban and rural and larger concentrations or proportions of low-income persons may receive day care.		

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 2967	Distribution of benefits between rural and urban areas.	Benefits of this chapter be distributed equitably between residents of rural and urban areas; adoption of appropriate administrative measures.		
Section 2971c	Provide for nondiscrimination.	Grant, contract, or agreement under Subchapter VI (Administration and Coordination) provide that no person with responsibilities on the operation will discriminate with respect to any such program, project, or activity because of race, creed, color, national origin, sex, political affiliation, or beliefs.		
Section 2979 (b)	None-requires Sec. of Labor to obtain from the Sec. of Commerce, the Sec. of H.E.W., the director of the Community Services Administration and the head of any other Federal agency administering a training program, such employment information as will facilitate the placement of individual being trained.			
Section 2982	Purpose: establish special programs of assistance to non-profit private locally initiated community development corporations.	Appropriation: gives criteria of corporations using "urban" and "rural" unemployment "low income persons".		
Section 2982a	Financial assistance to community development corporation and other affiliated and supportive agencies and organizations for purpose of carrying out purposes of Subchapter VII Part A (Urban and Rural special impact programs).	Appropriation: approval of grant agreement: used "economic development: in Sections 2982a.(a)(1) and (4), but P.L. 95-568 change them to read "business and commercial development".		

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(P.L. 88-452 as amended P.L. 95-568, USC 42, Chapter 32)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 13 (PL 93-644)	Mandated a joint study by the Senate Committee on Labor and Public Welfare (now the Senate Committee on Human Resources) and the House Committee on Education and Labor.	To include consideration of an appropriate administrative agency for the conduct of programs after July 1, 1975 under this Subchapter Community Economic Development) a review of the extent to which programs under this subchapter meet the overall needs of the Nation for economic development programs and the extent to which there is maximum utilization of all federal and public and private agencies having responsibilities under this subchapter due January 4, 1976		
Section 2982b (d) P.L. 95-51	Requires community economic development program to specify in some detail the development goals and timetable.	Appropriation		

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(P.L. 88-452 as amended P.L. 95-568, USC 42, Chapter 32)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 2982b	None-Disallow financial assistance in the relocation of establishments if such relocation would result in a substantial increase in unemployment in the area of original location.			
Section 2982 (b)	Establishes criteria for equitable distribution of assistance between urban and rural areas.	To take into consideration for relative number of (1) low-income families; (2) unemployed persons (3) persons receiving cash or other assistance on a needs basis; (4) school dropouts (5) adults with less than eighth-grade education; (6) persons rejected for military service; and (7) poor persons living in urban places compared to number living in rural places.		
Section 2982b (a)	Requirements for receiving financial assistance.	Appropriation; approval of grant agreement; no assistance to any community economic development program unless requirements are met.		
Section 2982b (a)(14)	Requirements for financial assistance to community economic development programs.	Appropriation; training programs designed wherever feasible to provide those persons who successfully complete such training w/skills which are also in demand in communities, neighborhoods, or rural areas other than those for which programs are established under this part.		
P.L. 95-51 Section 2982b (d)	Requires community economic development program to specify in some detail the development goals and timetable.			

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(P.L. 88-452 as amended P.L. 95-568, USC 42, Chapter 32)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 2983b (a)	Limitations on Assistance- 1) any coop. assoc. must have minimum of 15 active members, a majority of which are low-income rural persons. 2) technical assistance. 3) financial assistance. 4) applicant demonstrates that it is fulfulling or will fulfill a need for services, supplies or facilities which isn't being met otherwise.			
Section 2984a	Establishment of Model Community Economic Development Finance Corporation. Development Loans prerequisites to loans, guarantees or other financial assistance.	Appropriation; to provide financial support for community economic development corporations, cooperatives, other affiliated and supportive agencies and organizations associated with economic development corporations.		
Section 2984 (c)	Dev. Loan Fund; Composed of Rural Dev. Loan Fund and Community Dev. Loan Fund Director to use services of Farmers Home Administration in administering the fund.			
Section 2991b (a)	Financial assistance for Native American Projects. Authorization for financial assistance to public and non-profit agencies; consultation with other Federal agencies to avoid duplication, includes such public and nonprofit private agencies serving Hawaiian Natives and Indian organizations in urban or rural nonreservation areas.			

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(P.L. 88-452 as amended P.L. 95-568, USC 42, Chapter 32)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 2996f (a) (c)	To insure that (1) recipients adopt procedures for determining and implementing priorities for providing of such assistance (including such outreach, training, and support services, as may be necessary), including particularly the needs for service on the part of significant segments of the population (Sup. II p. 1554) of eligible clients with special difficulties of access to legal services or special legal problems (including elderly and handicapped individuals): and (ii) appropriate training and support services are provided in order to provide such assistances to such significant segments of the population of eligible clients.	NOTE: P. 95-222, Section, Dec. 28, 1977, 91 Stat. 1619, provided that "This act [amending sections 2996, 2996c, and 2996e to 2996f and 29961 of this title] may be cited as the "Legal Services Corporation Act Amendments of 1977."		
Section 2996f (a) (2) (A)	To establish, in consultation with the Director of the Office of Management and Budget and with the Governors of the several states, maximum income levels (taking into account family size, urban and rural differences and substantial cost-of-living variations) for individuals eligible for legal assistance under this subchapter.	Policy		
Section 2996f (3)	To insure that grants and contracts are made so as to provide the most economical and effective delivery of legal assistance to persons in both urban and rural areas.			

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(P.L. 88-452 as amended P.L. 95-568, USC 42, Chapter 32)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Subchapter VII Part C	Development loans to community economic development program.	Appropriation.		

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(P.L. 88-452 as amended P.L. 95-568, USC, Chapter 34)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 2711	Purpose of Subchapter: to stimulate a better focusing of resources upon goal and enabling Low-income families and low-income individuals of all, ages, including persons of limited English-speaking ability in rural and urban areas to attain the skills, knowledge, and motivation and secure the opportunities needed for them to become fully self-sufficient.			
Section 2712	Research, demonstration, and pilot projects to further purpose in Section 2711	Appropriation		
Section 2790 (c)	Designation of community action agencies	Includes an Indian reservation as community		
Section 2809 (a) (2)	Special programs and assistance - "Senior Opportunities & Service"	Appropriation; identify and meet the needs of poor persons above age 60		
Section 2825	Research and pilot programs	Submission of plan; appropriation; development and implementation of pilot projects which (1) aid elderly persons to achieve greater self-sufficiency, (2) focus upon the problem of rural poverty, (3) assure a more effective use of human and natural resources of rural America and to slow migration from rural areas, thereby reducing population pressures in urban centers.		

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(P.L. 88-452 as amended P.L. 95-568, USC, Chapter 34)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 2901	Purpose to assist migrant and seasonal farmworkers and their families to improve their living conditions and develop skills necessary for a productive and self sufficient life.			
Section 2902	Financial assistance to fulfill purpose in Section 2901.	Appropriation; program may include education, participation in federally assisted employment with training programs.		
Section 2904	Technical assistance, training and evaluation to implement the purpose of Subchapter IV (Assistance for migrant and other seasonally employed farmworkers and their families).	Appropriation.		
Section 2905	Requires coordination of programs under Subchapter IV (Assistance for Migrant and other Seasonally Employed Farmworkers and Their families) with other Federal programs designed to assist or serve migrant and seasonal farmworkers.			
Section 2923	Funding to meet needs of migrant and Indian children.	Appropriation		
Section 2928b (a)(3)	Distribution of funds, allotments, and reservation for Headstart Programs.	Appropriation; reservation of 20% of sums per/equal consideration given to Indian and migrant headstart programs and to services for handicapped children.		
Section 2928b (e)	Distribution of funds for Headstart and Follow Through Programs.	Reservation of 10% of enrollment opportunities in Headstart programs in each State for handicapped children.	Policy.	
Section 2928c (b)	Includes Indian reservation in definition of "community".			

ANALYSIS OF LEGISLATIVE ACTIONS FOR ECONOMIC OPPORTUNITY ACT OF 1964
(P.L. 88-452 as amended P.L. 95-568, USC, Chapter 34)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 2903c	Provide for nondiscrimination.	Grant or contract under Subchapters V (Headstart and Follow Through) provide that no person with responsibilities on the operation will discriminate with respect to any such program, project, or activity because of race, creed, color, national origin, sex, political affiliation, or beliefs.		
Section 2971c	Provide for nondiscrimination.	Grant, contract, or agreement under Subchapter VI (Administration and Coordination) provide that no person with responsibilities on the operation will discriminate with respect to any such program, project, or activity because of race, creed, color, national origin, sex, political affiliation, or beliefs.		
Section 2982	Establishment of special program of assistance to nonprofit private locally initiated community development corporations.	Appropriation: program to provide employment and ownership opportunities for residents who are disadvantaged in the labor market because of their limited speaking, reading and writing abilities in the English language.		
Section 2980(2)	None-defines "Coordination".	"Coordination" regarding programs and actions described in this chapter (Economic Opp. Program) includes actions to eliminate procedures or requirements that may be inappropriate for or result in unnecessary hardship to disadvantaged persons of limited education or other special handicap.		

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Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Section 2980g-1	Establishes policies and procedures regarding handicapped children's participation in Head-start programs.	10% reservation of enrollment opportunities for handicapped; report to congress on status of handicapped children in Head-start programs	Policy	
Section 2985g	Provides for nondiscrimination.	Grant, or contract under Subchapter VII (Community Economic Development) provide no person with responsibilities on the operation will discriminate with respect to any such program, project or activity because of race, creed, color, national origin, sex, political affiliation, or beliefs.		
Act PL 88-452 USC 42				
Section 2991	Purpose: to promote the goal of economic and social self-sufficiency for American Indians, Hawaiian Natives and Alaskan Natives.			
Section 2991D	Financial Assistance for Native American projects.	Appropriation; assistance to public and nonprofit private agencies, including but not limited to governing bodies of Indian tribes of Federal and State reservations, Alaskan Native Village and regional proporations and such public and nonprofit private agencies serving Hawaiian Natives and Indian organization in urban and rural nonreservation areas.		
Section 2992c	Defines "Indian reservation and Alaskan native village", "Native Hawaiian".			
Section 2996e	Powers, duties and limitations of Legal Services Corporation.	Appropriation (?); provide legal assistance in principal language of client.		

ANALYSIS OF LEGISLATIVE ACTIONS FOR ECONOMIC OPPORTUNITY ACT OF 1964
(P.L. 88-452 as amended P.L. 95-568, USC, Chapter 34)

Legislative Authority	ACTIVITY AUTHORIZED	ACTION REQUIRED	ACTION UNDERTAKEN	RESULTS
Ex. Ord. No. 11422 Section 2 (b)	Participation of Department of Labor; H.E.W.; Commerce; Housing and Urban Development; Agriculture; and the Interior; Office of Economic Opportunity; and the Civil Service Commission and other executive departments and agencies in CAMPS (Cooperative Area Manpower Planning System)	Planning and executing manpower programs and supportive manpower service programs in urban and rural areas.		

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